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ABSTRACT

This supplement to the progress report of Phase IV of the Philadelphia Student Library Resources Project contains the following information: (1) Outline of major tasks, (2) Objectives for the demonstration center, (3) Sample program outlines of the center, (4) Evaluation design of the center, (5) Community profile and survey, (6) Community advisory board activities, (7) The facility and (8) Dissemination of information about the center. (The Progress Report is available as LI 003551). (SJ)

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SUPPLEMENT

TO PROGRESS REPORT
COVERING PHASE IV, JUNE 15, 1971 – DECEMBER 14, 1971
PROJECT NO. 8-0519
GRANT NO. OEG-0-8-080519-4594(095)

STUDENT LIBRARY RESOURCE REQUIREMENTS IN PHILADELPHIA

JOHN Q. BENFORD

SCHOOL DISTRICT OF PHILADELPHIA
21ST STREET AND THE PARKWAY
PHILADELPHIA, PA. 19103

SELECTED MATERIALS COVERING JOINT PLANNING AND DEVELOPMENT OF A STUDENT LEARNING CENTER DEMONSTRATION

FEBRUARY 1972

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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I. OUTLINE OF MAJOR TASKS FOR PHASE IV

Student Library Resource Requirements in Philadelphia

PHASE IV

A - LEARNING CENTER DEMONSTRATION

AND

B - JOINT PLANNING

Major Project Tasks

	Task	Staff	Work Days	Target Date	Status 10-15-71
1.0	Recruitment, Appointment and Training of Staff				
1.1	Research Center - Appoint executive assistant, planning analyst, plan supervisor, research assistant (2)	JB	7	9/1	Completed
1.11	Complete training	JB RS CK	2-1/2 2-1/2 2-1/2	9/30	Underway
1.2	Learning Center - Appoint administrator, community relations coordinator, reading specialist, young adult librarian, secretary	JB CP	5 5	9/30	All appointed or being processed in Personnel Dept.
1.21	Complete training (see Task 2.3)	JB RS CK CP	2 2-1/2 2-1/2 5	11/1	Underway
1.3	Learning Center - Appoint children's librarian, A-V specialist, associate librarian, consultants	JB CP	5 3	9/30	Children's librarian, A-V consultant appointed, A-V specialist appointment in process, candidates being interviewed for other positions.
1.31	Complete training (see Task 2.3)	JB RS CK CP	2 2-1/2 2-1/2 5	11/1	Underway

	Task	Staff	Work Days	Target Date	Status 10-15-71
1.4	Learning Center - Appoint administratives services officer, custodial staff	JB CP	1 3	12/1	Necessary funds not yet available.
	1.41 Complete training	JB CP	2 2	12/15	
2.0	Development of Plan and Evaluation Design for the Demonstration				
2.1	Review and relate ESEA Title III plan, evaluation, and audit requirements to the Project	JB CK EG JV	2 2 1 1	9/15	Completed.
2.2	Attend ESEA evaluation and audit training institute	JB CK CP NC	2 2 2 1	7/28	Completed.
2.3	Conduct staff orientation and training sessions on requirements, concepts, and structure of plan & evaluation design	All Staff	2-1/2 each	10/31	1st session, 8/26; 2nd, 9/2; 3rd, 9/16; 4th, 9/30; 5th, 10/15.
2.4	Complete overall structure for plan	JB CK JV	2 4 2	9/30	Completed.
2.5	Complete statements of long-range, intermediate, and short-term goals	All Staff	1 each	10/15	Completed.
2.6	Complete statement of objectives	All Staff	2 each	10/30	Underway.
2.7	Complete statement of indicators for measuring objectives	JB EW EG JV VS	2 4 2 2 2	11/10	Underway.
2.8	Complete detailed analysis of target population	EG JV	3 3	10/15	Completed.
	2.81 Submit report on handicapped target population to Div. of Plans and Supplementary Centers	JB	1/2	10/15	Completed.

Task		Staff	Work Days	Target Date	Status 10-15-71
2.9	Identify programs and complete specifications on program components				
2.91	Review alternative programs for each objective with specialists of the sponsoring organizations and with consultants	JB CP BB PM VS AH	1 2 2 2 2 2	11/5	Underway.
2.92	Review alternatives with Community Advisory Board	JB CP RH	1/2 1/2 1	11/11	
2.93	Select major programs for each objective	JB and Staff	2 each	11/15	
2.94	Review alternative program components (specific activities) with sponsors and consultants	JB CK CP BB PM AH	1 2 2 2 2 2	11/25	
2.95	Select components and prepare specifications (descriptions, schedule, staffing, etc.)	JB and Staff	3 each	11/30	
2.96	Submit program component for handicapped to Div. of Plans and Supplementary Centers	JB CP EG	1 3 1/2	10/30	
2.10	Complete list of materials and equipment for the Demonstration Center (also Task 7)				
2.101	Prepare A-V list	VF CP	10 2	9/25	Completed.
2.102	Review with specialists from sponsoring organizations and consultants	JB VF CP	1 1 1	10/10	Completed.
2.103	Complete final A-V list and submit to Div. of Plans and Supplementary Centers	VF CP JB	1 1/2 1/2	10/15	Completed.

Task	Staff	Work Days	Target Date	Status 10-15-71
2.104 Prepare list of printed materials	CP BB PM	5 10 10	11/15	Underway.
2.105 Review with specialists from sponsoring organizations and consultants	JB CP BB PM	1 1 1 1	11/20	
2.106 Complete final list	CP PM BB JB	1 1 1 1	11/25	
2.11 Complete plan and schedule for acquiring, renovating, and furnishing a facility (see Task 4)				
2.12 Complete plan for dissemination of information to target community (see Task 8)				
2.13 Complete evaluation design	JB CPC RS EW JC EG JV	5 2 2 15 5 15 10	12/3	Underway.
2.131 Complete data and plan	EW EG JV JC JB	5 10 10 5 2	12/1	
2.132 Complete selection and design of data-gathering instruments (see Task 9.2)				
2.133 Complete pre-test of instrument (see Task 9.2)				
2.134 Complete evaluation design (see Task 9.2)				
2.14 Submit plan and evaluation design to auditor and O.E.	JB	1/2	12/31	

	Task	Staff	Work Days	Target Date	Status 10-15-71
2.15	Independent auditor submits pre-audit report	NC	5	1/15	
3.0	**Provision of Office Space in Target Community**				
3.1	Complete negotiations for rental of YMCA office space	JB CP	2 1	8/31	Completed.
3.2	Complete arrangements for installation of furniture and telephones	AH	2	9/15	Completed.
3.3	Occupancy of space by Learning Center staff	CP RH BB PM	1/2 1/2 1/2 1/2	9/15	Completed.
4.0	**Building Selection, Renovation and Occupancy**				
4.1	Establish criteria for selection	JB CP	1 1/2	8/1	Completed.
4.2	Identify alternative sites and possibilities	JB CP RH	5 5 5	10/15	Underway.
4.3	Complete estimates of costs and time for renovation	JB AH CP Sch. Dist. experts	2 2 3 3	11/15	Underway.
4.4	Complete review of alternatives with sponsoring agencies and the Community Advisory Board and make selection	JB AH CP VS RH	2 2 2 2 2	11/30	
4.5	Obtain funds for renovation and/or rental (see Task 11)			11/15	Underway.
4.6	Complete arrangements for renovation and/or rental	JB AH	5 2	12/15	

	Task	Staff	Work Days	Target Date	Status 10-15-71
4.7	Complete renovations			To be determined.	
4.8	Complete acquisition and installation of furniture, fixtures, and equipment	CP RH AH JB	10 5 10 2	To be determined.	
4.9	Dedication ceremony	All Staff, consultants, sponsoring agencies, O.E. and City officials	1 each	To be determined.	
4.10	Center opens			To be determined.	
5.0	Community Advisory Board Establishment and Functioning				
5.1	Complete preparation of plans for establishment of the Board	JB AH CP RH CPC	5 6 3 3 1	8/6	Completed.
5.2	Complete reviews of the plan with sponsoring agencies	JB AH CP RH CPC	1 1 1 1 1	9/14	Completed.
5.3	Complete selection of members of the Board	Selected community leaders		10/7	Completed.
5.4	Hold organizational meeting of the Board	JB AH CP RH NS	1/2 3 1/2 1/2 1	11/11	In preparation.
5.5	Board regular meetings (monthly)				
6.0	Community Survey				

	Task	Staff	Work Days	Target Date	Status 10-15-71
6.1	Complete survey plan and instruments	CK CP RH VS EG NS JC JB	5 2 2 5 2 2 1 2	8/14	Completed.
6.2	Complete pre-test of instrument	DH	1	9/3	Completed.
6.3	Complete review and clearances with School District and Archdiocese	JB AH	1 1	9/1	Completed.
6.4	Complete review and clearance with O.E.	JB	1/2	9/15	Completed.
6.5	Complete clearances and contacts with target schools	JB VS JV	1 4 4	10/1	Completed.
6.6	Complete drawing of sample	JV VS EG	4 2 2	10/11	Completed.
6.7	Complete and mail out letters to parents	NS JV VS	2 2 1	10/15	Completed.
6.8	Complete hiring and training of interviewers	DH RH VS JC	2 2 2 1	10/15	Completed.
6.9	Complete survey	DH interviewers	15 15	11/15	Underway.
6.10	Complete analysis of data	VS CK JV JB	3 3 5 2	12/18	
7.0	Student Learning Center Collection				
7.1	Complete and submit to O.E. list of A-V equipment and instructional materials	VF CP BB JB	15 3 1 2	10/15	Completed.

	Task	Staff	Work Days	Target Date	Status 10-15-71
7.2	Complete list of printed materials	CP	10	11/15	Underway.
		BB	5		
		PM	5		
		JB	2		
7.3	Complete ordering of materials and equipment	CP	5	11/30	
		BB	5		
		PM	5		
		JB	2		
7.4	Complete acquisition, cataloging and storing of materials and equipment	CP	10	1/31	
		BB	20		
		PM	20		
		RH	10		
		VS	10		
		NS	20		
		LA	20		
7.5	Complete installation, shelving and display of materials and equipment in Learning Center facility	CP	5	2/28	
		BB	10		
		PM	10		
		RH	5		
		LA	15		
8.0	Dissemination of Information on Learning Center				
8.1	Complete plans for dissemination of information	NS	3	11/15	Underway.
		AH	10		
		VS	1		
		AN	5		
		JB	1		
8.2	Complete first phase of dissemination of information to target community	AH	3	11/1	Underway.
		VS	1		
		RH	2		
		AN	2		
		NS	2		
8.3	Complete distribution of Library Journal article reprint nationally	AH	5	11/15	Underway.
		AN	5		
		NS	5		
8.4	Complete concept papers	LM	2		
		AH	2		
		CP	1		
		RH	1		
		VS	1		
		NS	2		
		JB	1		
		AN	4		

	Task	Staff	Work Days	Target Date	Status 10-15-71
8.5	Complete design of logo, Center name, color scheme, etc.	FS AH VS NS RH JB CPC	10 5 5 2 2 1/2 1/2	11/15	Underway.
8.6	Complete 2nd phase of dissemination of information to target community	AH VS RH NS CP	5 1 3 5 1	12/15	
8.7	Complete distributions of concept papers to sponsoring agencies and the library and educational professions	AH AN LM JB NS	3 3 1 1 3	To be determined.	
8.8	Complete 3rd phase of dissemination of information to target community	AH VS CP RH NS	3 3 3 2 4	To be determined.	
9.0	Implementation of Evaluation Design				
9.1	Begin process monitoring of project	EW	5	11/15	
9.2	Complete pre-test activities - obtain appropriate clearances - select samples - select or design instruments - obtain and train testers - conduct pre-test - analyze data	EW EG JV JB VS DH	5 5 10 2 10 3	12/31	
9.3	Compile and analyze data for evaluation (continuous process)				
9.4	Complete interim reports	EW EG JB CPC RS	2 2 2 1/2 1/2	To be determined.	

	Task	Staff	Work Days	Target Date	Status 10-15-71
9.5	Complete post-test activities	EW EG JV JB	20 20 20 4	6/30/72	
9.6	Complete final report on current phase	JB CPC RS EW	5 1 1 5	7/31/72	
10.0	Joint Planning Activities				
10.1	Complete plan and schedule for undertaking review of high potential problem areas and joint planning procedures	JB AH VS CPC	3 2 5 1	12/31	
10.2	Complete list of major problem areas susceptible of solution through joint planning	JB AH VS CK JV LM CPC	5 2 5 5 2 1 1	1/15/72	
10.3	Complete review of list and assignment of priorities with sponsoring agencies	JB AH VS LM CPC	2 2 2 1 1	1/25/72	
10.4	Complete proposals to sponsoring agencies for undertaking activities for cost-effective solutions to high priority problem areas	JB AH VS CK JV LM CPC	15 5 5 5 5 2 2	2/15/72	
10.5	Complete review and approval of proposals by sponsoring agencies; assign priorities	JB AH VS LM CPC	2 2 2 1 1	2/20/72	
10.6	Complete first phase of top priority activities; evaluate results	JB AH VS LM JV	30 20 20 5 20	6/15/72	

	Task	Staff	Work Days	Target Date	Status 10-15-71
10.7	Complete report for O.E.	JB CPC	10 2	7/15/72	
11.0	Funding				
11.1	Complete preparation and review by Free Library officials of application for Library Service and Construction Act grants for two years	JB CP AH CPC	2 3 5 1	9/15	Completed.
11.2	Submit application to Pa. State Library	Free Lib. officials		9/15	Completed.
11.3	Receive grant			11/15	
11.4	Complete arrangements for budget and expenditure control and procedures	JB AH Free Lib. officials	1 1 1	11/20	
11.5	Complete preparation and reviews of application for Phase IV second year funding of Research Center and Learning Center activities	JB CP AH LM CPC	5 5 5 1 2	2/15/72	
11.6	Submit applications to O.E.	JB		2/20/72	

Project Staff and Consultants

Staff (P/T - part-time)

RESEARCH CENTER

JB John Q. Benford, Project Director
CPC Charles P. Cella, Director, Government Studies & Systems (GSS), P/T
RS Roger L. Sisson, Associate Director, GSS, P/T
CK Corinne Kyle, Research Scientist, P/T
EW Edmond H. Weiss, Education Planning Program Manager, P/T
AH Anne L. Hearn, Education Research Associate
EG Elizabeth Goldsmith, Research Associate
VS Verna M. Shmavonian, Education Research Analyst
NS Nancy A. Strebe, Secretary-Research Assistant
JV Jan Vermeiren, Research Associate, P/T

LEARNING CENTER

CP Charles Peguese, Administrator
RH Ronald W. Hart, Community Relations Coordinator
BB Bernice Berry, Children's Reading Specialist
PM Patricia Myrick, Children's Librarian
LA Lou Anderson, Audio-Visual Specialist

CONSULTANTS

LM Lowell A. Martin, Project Consultant
JC John A. Connolly, Educational Consultant
VF Van Ftergiotis, A-V Consultant
AN Alice Norton, Consultant on Public Information and Library Services
FS Frank Stevens, Specialist on Design and Art Work
DH Doris Hamilton, Community Consultant

INDEPENDENT AUDITOR

NC Norman Chansky, Professor, Temple Univ. College of Education

II. OBJECTIVES FOR THE DEMONSTRATION CENTER

Student Library Resource Requirements in Philadelphia

STUDENT LEARNING CENTER DEMONSTRATION

Objectives for the Learning Center Demonstration

Philadelphia Student Library Research Center

October 19, 1971

Introduction

One of the major findings in a comprehensive survey of student library resource requirements in Philadelphia is that students become increasingly disenchanted with learning and library resources and services as they move up through the educational organization. Not surprisingly, these attitude changes are accompanied by a drop-off in the use of libraries and a decrease in the amount of reading for pleasure.

The development of a Student Learning Center Demonstration in an inner city community is a direct response to these problems. The overall aim of the demonstration is to bridge the gap between students' needs for library and learning materials and the resources available to them. Toward that end, library and learning materials and services will be provided in a stimulating learning environment which will attract widespread community interest and participation. The programs and activities of the Learning Center will be directed toward producing favorable changes in student attitudes toward learning which will lead ultimately to improved student learning.

These general goals will be accomplished and evaluated in sequence--establishment of a Center, generation of community participation, changes in attitudes toward learning, and improved student learning. The specific objectives listed in this document reflect this sequence and are designated short-range (S), intermediate (I), and long-range (L). Short-range objectives will be achieved before the end of the first year of operation; intermediate objectives, within one to two years from the Center's opening; and long-range, after three to five years of operation.

Other general objectives of the project involve the development and testing of innovative library services while simultaneously providing effective learning activities for the immediate community. In this way, the project will serve as

a focus for interaction and cooperative planning among the School District of Philadelphia, the Archdiocesan Schools, independent schools, and The Free Library.

Priorities will be assigned the objectives after consultation with the Community Advisory Board members. Some objectives cannot be completely defined particularly with respect to details of measurement and timing. Ambiguities will be eliminated through specification of minimal levels of performance and definition of terms. Several product objectives related to the cognitive skills, such as reading readiness, reading comprehension, word recognition and study skills, are being developed in collaboration with reading and program specialists in the School District; they will be incorporated when they are completed.

Nevertheless, the present statement represents a sufficiently detailed explication of the project's objectives to provide a sound basis for continuing planning and program development. To the degree possible, they conform to the structural requirements for performance objectives specified by ESEA Title III Guidelines.

In the interest of minimizing encroachment on the freedom of the Learning Center's clientele, testing and data compilation will be as informal and unobtrusive as the requirements for measurement will permit; a small number of test and data collection instruments will be developed to serve all of the objectives.

Product Objectives

Product objectives will only begin to produce demonstrable evidence of success after the Center is operational; there will be evidence of product-effectiveness after a period of one to two years, but conclusive evidence is at least three years away from this writing.

Current data indicate that there are approximately 9,100 students (Grades K-12) attending schools in the target community (bounded by 10th, Wharton, 24th and Lombard Streets). Within the primary service area of this community (bounded by Broad Street, Washington Avenue, 24th Street, and Lombard Street), there are 3,216 students enrolled in schools, of which 2,903 are residents of the primary service area. The resident handicapped population in the primary service area includes 167 mentally retarded and 42 physically handicapped students.

Students in the primary service area constitute the principal client group (divided into special sub-groups for program purposes) of the Learning Center; they are the group for which the product objectives have been developed.

1. Students in Grades K-3

   1.1 Those who participate in Center programs will give observable indications of significant increases in social and verbal competence, as determined by a schedule of "interaction analysis" observations (using an instrument to be selected later). (I)

   1.2 Students will demonstrate increased interest in library and learning materials, as evidenced by frequency of visits over time to the Center. Data will be derived from attendance records. (I)

1.3 Of those who attend the Center regularly over a period of time, the percentage who participate actively in Center programs (e.g., tell stories, write stories, make art works and displays, etc.) will increase. Data on student participation will be maintained primarily by the Learning Center staff. (I)

1.4 Students' factual knowledge of their community and city, of current events, Black culture, and history will increase significantly as determined by specially designed test "games" and anecdotal records. (I)

2. Students in Grades 4-6

2.1 For those who attend the Center regularly, there will be significant gains in listening skills and "literature appreciation". Instruments will be developed or selected specifically for this purpose. (I,L)

2.2 Students will demonstrate increased interest in library and learning materials, as evidenced by frequency of visits over time to the Center. Data will be derived from attendance records. (I)

2.3 Students who participate regularly in the Center's programs will show significant improvement in their ability to select, locate, and secure resource materials suitable for solving homework problems, doing student reports, locating recreational and social resources of the community, as determined by specially designed pre and post-test "games". (I,L)

2.4 Students who attend the Center regularly will make increasingly frequent use of the materials available to solve actual homework assign-

ment problems, as determined by a "ratio-delay" observation and interview schedule.* (I)

2.5 Students will demonstrate increased factual knowledge of the materials available in the Center, and of special projects sponsored by the Center, in interest areas other than those expressed in their earliest visits, as determined by an interview schedule and specially designed test "games". (I)

2.6 Students who attend the Center will show a significant increase in positive attitudes toward libraries and learning as measured by opinion surveys. (I)

2.7 More students who attend the Center over a period of time will indicate satisfaction with the Center's programs, and typical student users will express increasing satisfaction. This will be measured by continuing records of user opinions for a sample of students. (I)

2.8 Students' factual knowledge of their community and city, of current events, Black culture, and history will increase significantly over time as determined by specially designed test "games" and anecdotal records. (I)

3. Students in Grades 7-12

3.1 Students who participate regularly in the Center's programs will show significant improvement in their ability to select, locate, and se-

*A large number of brief (15 to 30 seconds) observations and interviews among a large proportion of the user group, according to a closely devised schedule of observations.

cure resource materials suitable for solving homework problems, doing student reports, locating recreational and social resources of the community, as determined by specially designed pre and post-test "games". (I,L)

3.2 Students will demonstrate increased interest in library and learning materials, as evidenced by frequency of visits over time to the Center. Data will be derived from attendance records. (I)

3.3 The frequency with which the students who attend the Center apply these skills (3.1) to actual problems will increase over time, as determined by a "ratio-delay" schedule of observations and interviews. (I,L)

3.4 Students will demonstrate increasing competence in assisting the younger students who visit the Center, as determined by an observation schedule and a specially developed instrument. (I)

3.5 Students' factual knowledge of their community and city, of current events, Black culture, and history will increase significantly over time as determined by specially designed test "games" and anecdotal records. (I)

3.6 Students who attend the Center will show a significant increase in positive attitudes toward libraries and learning materials as measured by opinion surveys. (I)

4. Mentally Retarded Educable Students and Students with Hearing and Vision Impairments

4.1 Students will demonstrate increased interest in libraries and learning materials evidenced by frequency of visits over time to the Center. Data will be derived from attendance records. (I)

4.2 Over time, the percentage of Center users in this group who participate actively (in contrast to passive attendance) in programs will increase. Data on student participation will be maintained by Center staff. (I)

4.3 Handicapped users of the Center will exhibit significant improvement in attitudes toward library and learning materials, as reflected through observations by their parents and teachers. (I)

5. Parents of Students

5.1 There will be an increase in the use of the Learning Center by parents of students who participate in the Center's programs. (I)

5.2 A majority of the parents of students residing in the primary service area will know essential facts about the Center's location, hours, services, and user policies within six months of the beginning of operations, to be determined by a survey. (I)

5.3 Within 18 months of operation, a majority of parents of students who use the Center will agree that there have been "good results" in their children's school work and general development, which they

believe are partly attributable to the Center. The data will be generated by a survey of parents. (I)

5.4 Utilization of the Center's information service and the programs for parents of handicapped students will increase over the duration of the project. Data will be derived from Center records. (I)

6. Community Leaders

6.1 Within the first year of operation, a majority of community leaders in the service area (identified by the sponsors and Community Advisory Board) will indicate to their groups or through their organizations, that the Center is a valuable asset to the community and should be used by all eligible students; data will be generated by survey and anecdotal records. (I)

6.2 Within the first year of operation, a majority of community leaders will demonstrate interest in the project by initiating requests for information, visits, or presentations. Data will come from Center's "dissemination log". (I)

6.3 Within the first year there will be a continuing increase in the number of student referrals by community organizations and agencies. Data will be gathered by interviews with a scheduled sample of users. (S)

7. Library Project Staff

7.1 The staffs of the Research Center and Learning Center will develop

an inventory of materials, practices, and programs representing the "state-of-the-art" in Library-Resource Center programs for inner-city students, including special programs for handicapped students. (S)

7.2 The Learning Center staff will improve in its ability to individually diagnose needs and prescribe programs consonant with those needs for individuals and groups. Performance objectives will be developed for the staff training program and criterion reference tests will be administered. (I)

7.3 Volunteers and part-time paraprofessionals who work in the Center will take affirmative actions to improve their own credentials in education, libraries, or related fields. Data about these developments will be drawn from periodic staff meetings and interviews. (I)

8. School and Public Library Personnel

8.1 The frequency of contacts between personnel of target community schools and Free Library personnel will be significantly increased between an early month of the Center's operation and a later month, to be determined. Data will be generated by questionnaires to teachers, school librarians and public librarians and analyzed by a chi-square test of significance. (I)

8.2 The frequency of contacts between school librarians and teachers in target community schools will be increased significantly between an early month of the Center's operation and a later month, to be determined. Data will be generated and analyzed by the same process as outlined in 8.1. (I)

8.3 A program of regular visitation to the Center by teachers and other professionals who work with the handicapped will be instituted, as measured by the visitor's log. (I)

8.4 A majority of the trainees (see process objective 1.13) of the Learning Center will, within a year following completion of the training program, introduce related changes in their own agencies, or take demonstrable first steps toward instituting those changes. There will be a follow-up survey of the trainees to ascertain the information. (I)

8.5 After a period of three years operation of the Center, a majority of the school administrators within the target community will introduce changes in their school library programs based on effective demonstrations in the Learning Center's program. Data will be gathered in a follow-up survey. (L)

Process Objectives

There are two major clusters of process objectives:

1. Milestone events in implementing the Learning Center plan.
2. Indicators of type and quality of activity for all participants and target groups.

1. Implementation Milestones (All of these are Short-Range Objectives)

1.1 A facility for the Learning Center will be obtained.

1.2 Specifications for renovation of the facility will be developed by the Library Project staff.

1.3 Contractual agreements for rental and renovations of the facility will be consummated.

1.4 Nucleus collections of books and instructional materials, including special materials for the handicapped, will be specified, ordered, received, and processed prior to the Center's opening.

1.5 A list of audio-visual equipment and instructional materials required for the Center's program will be completed.

1.6 A-V equipment and instructional materials will be ordered, received, and processed prior to the Center's opening.

1.7 Furniture, fixtures, and display equipment will be specified, ordered, and installed prior to the Center's opening.

1.8 Presentations and publicity will be prepared and disseminated in the service area.

1.9 A survey of community preferences will be conducted in the target community. Results will be analyzed and taken into account in the planning of programs and activities for the Center.

1.10 Initial program plans for Center activities will be drawn up, scheduled, and assigned to appropriate staff.

1.11 A comprehensive program for services to handicapped students will be developed and implemented. Specially trained staff will be assigned to the program.

1.12 All staff positions necessary to the Center's operation will be filled, and the individuals will be trained prior to the Center's opening.

1.13 A training program for selected library personnel in Philadelphia will be designed and implemented in the second year of the Learning Center's operation.

2. Indicators of Process Activities (All of these except 2.4 are Intermediate Objectives)

2.1 The frequency and regularity of Center use for the groups of student users, as specified in this paper, will increase during the Center's operation. Data will be derived from the Center's attendance records.

2.2 Student participation will shift in emphasis from passive acceptance of Center services to active participation in Center programs. Data will be derived from a schedule of observations and student interviews.

2.3 The percentage of users who are able to find things by themselves will increase over time. Data will be generated as part of the procedure described in 2.2.

2.4 There will be a positive correlation between frequency of Center attendance and improvement in school progress, as indicated by interviews with a sample of teachers in the target community. (L)

2.5 Center participants in grades 7-12 who are typically low users of school and public libraries will use increasingly other library facilities, as measured by periodic interviews with those students who attend the Center regularly.

2.6 The "mix" of materials and media being used by students at a given time will become more varied and extensive overtime, until it peaks. A schedule of observations will be used to generate data, and an activity analysis instrument will be devised.

2.7 The number of teachers, librarians, and administrators from the Philadelphia Schools, Archdiocesan Schools and Free Library, who visit the Center will increase over time. The visitors log will be the source of data.

2.8 The interest and support of the sponsoring agencies will continue for the duration of the project, as indicated by regular attendance of agency representatives at meetings of the Interagency Committee.

2.9 Support of the project by community representatives will continue for the duration of the project, as indicated by regular attendance at meetings of the Community Advisory Board.

2.10 Favorable citations about the Center by community leaders in public functions, and in the local press and communications vehicles, will continue over time. A clippings book as well as anecdotal records will be the source of data.

2.11 The percent of persons in the community familiar with newsletters, bulletins and other communications from the Center will increase over time. Recognition of the Center's name, logo and identifying symbols will increase. Data will be included in the community survey mentioned earlier. (See Project Objective 5.2, page 7)

2.12 Community interest in and support of the Center will be demonstrated by the availability to the Center of the services it needs from the community. Data will come from staff records.

Management Objectives

1. Planning and Preparation

1.1 The Library Project staff will develop a work plan for the activities of the Learning Center and the Research Center, and implement that plan. (I)

1.2 The Library Project staff will devise an evaluation plan for assessment of project effectiveness, and implement that plan. (I)

1.3 The Research Center will develop a planning-decision system for choosing Learning Center acquisitions and activities, and for allocating resources on an activity objective basis. (S)

1.4 A Community Advisory Board composed of a representative group of people who live or work in the community will be established. (S)

2. Ongoing Processes

2.1 The Research Center will conduct all observation and data gathering procedures which are part of the evaluation design plan. (I)

2.2 The project director will institute periodic reporting requirements for all project principals. (S)

2.3 The project director will develop and refine procedures for ensuring frequent, productive communication among the sponsoring agencies. (I)

2.4 The project director will develop and refine procedures for minimizing delays and obstacles in securing sponsor clearances for project decisions, thereby lowering the risks of failing to meet project deadlines because of administrative complexities. (I)

2.5 The Research Center staff will develop and maintain a mailing list dissemination purposes for library and education professionals in the Philadelphia area and across the nation. (I)

2.6 The Research Center staff will maintain an active program of information dissemination to the target community, as well as to the library and education professionals in the Philadelphia area, and nationally, and to all other persons requesting information. (I)

2.7 The Research Center staff will develop publications, presentations, and workshops for personnel in the three library systems, so that workable project activities can be adapted in "systemic" changes in the city. (I)

2.8 The Research Center staff will develop and implement procedures for ensuring that all requisite documents (e.g. reports, grant proposals, etc.) are provided to the funding agencies on schedule. (I)

III. SAMPLE PROGRAM OUTLINES, DEMONSTRATION CENTER

ACTIVITY: MIXED-UP COMIC BOOKS

SCHEDULE: Beginning - Spring and Summer

TIME: 4:00 - 4:30

DESCRIPTION: Unstaple old comic books and cut pages apart.
Cut off corner with page number and shuffle pages.
Students will organize in sequential order.
Note: Duplicate comic book serves as a key.

GROUP: Intermediate.

PARTICIPANTS: One

SPACE:

SPECIAL FACILITIES:

MEDIA: Comic books.

STAFF: Volunteer; Para-professional.

ACTIVITY OBJECTIVE: Developing sequence of ideas and events.

CENTER OBJECTIVE: Comprehension.
2.1 About 15% of the students in this age group who reside in the primary service area will make gains at rates significantly higher than the city's developmental norms in reading comprehension, word recognition, and study skills.

ACTIVITY: TELEGRAMS

SCHEDULE:

TIME:

DESCRIPTION: Children compose a telegram based on a paragraph from a story. Children must seek out most important ideas. Children may type completed telegram.

GROUP: Intermediate

PARTICIPANTS: One

SPACE:

SPECIAL FACILITIES: Primer Typewriter.

MEDIA: Paper, pencil.

STAFF: Volunteer.

ACTIVITY OBJECTIVE: To develop skills in finding main idea.

CENTER OBJECTIVE: 2.1 About 15% of the students in this age group who reside in the primary service area will make gains at rates significantly higher than the city's developmental norms in reading comprehension, word recognition, and study skills.

MULTIMEDIA DISCOVERY SERIES GRADES 1-6

Public: series 4 weeks

Schedule:

Time: p.m.

Description: Intro, theme, music, speaker-guest, film, Center materials, crafts.
Variation: music, story, film, creative dramatics, poetry, center materials, crafts.

Group: grades 1-6

Partic: 30 - 60

Space T: large room

Space Am't:

Media: speaker, film, records, realia, paper, clay, glue, etc., chairs, ta bles.

Spec. facil: chairs, tables, screen, projector

Staff: libn, two or three parapros, setter-upper

Activity Obj: motivation-attitude
interest range
reading readiness
social competence
supply
listening
participation

Center obj: same

SOUL READERS, INC. GRADES 2-6

Public: series 6-8 weeks

Schedule: summer

Time: am, p.m.

Description. Once a week meeting: game, book/media discussion, activity with different media each week, poem, trip, party

Group: grades 2-3; 4-6

Partic: 30+

Space T:

Space Am"t:

Spede facil: chairs, tape-recorder, screen, projector, paper

Media: books and other Center materials, tape, film, crafts materials

Staff: libn, parapros, setter-uppers

Activity obj:

- Interest range
- motivation-attitude
- verbal skills
- listening
- social competence
- reading readiness
- reading comprehension
- supply
- lit appreciation
- select, locate, secure, evaluate and use materials

Center obj: same

IV. DEMONSTRATION CENTER EVALUATION DESIGN

STUDENT LIBRARY RESOURCE REQUIREMENTS IN PHILADELPHIA

Student Learning Center Demonstration

Evaluation Design

Philadelphia Student Library Research Center

January 4, 1972

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Introduction

The goal of this evaluation effort is to test and document the effectiveness of the Philadelphia Library Resources Project, to produce knowledge about workable techniques and programs that may be diffused in Philadelphia's three major library systems and elsewhere. The project has two main components: a Research Center and service-dispensing Demonstration Center. The Research Center is the enabling medium for development of the Demonstration Center in the target inner-city community. Consequently, most (but not all) of the effectiveness of the Research Center will be manifest through the activities of the Demonstration Center. While several of the process and management objectives of the program are specific to either the Research Center or the Demonstration Center, the main product objectives - describable changes in the children and adults of the target community, and innovations in the three library systems - will be composite effects of both Centers' activities. The purpose of the activities described in this plan is to monitor the compliance of the project with its management objectives, the scope of the project in reaching its process objectives, and the depth of the project in effecting the predicted product outcomes.

"Demonstration" versus "Experiment"

The project as a whole may be thought of as a demonstration rather than a basic research or experimental project. This dis-

tinction has important implications for evaluation design, because the difference between a demonstration and an experiment underscores the conflict between the strictures of action research and controlled hypothesis testing. Experimental, or even "quasi-experimental" research designs, require as a minimum that there be experimenter control in the drawing of samples and the assignment of subjects to treatment conditions; further, the treatments or "independent variables" must be sufficiently few and under sufficient control so that the researcher can manipulate them deliberately. Without these minimum requirements, the experimenter will fail in his basic objectives: to test the consequences of the treatments or programs, with some certainty that the treatments cause the consequences. Even this minimum goal is difficult to achieve in evaluating the Philadelphia Library Resources Project. Given the "self-selection" of participants, the many-faceted array of treatment activities, and the relatively uncontrollable exogenous influences on the growth and learning of the students in the community, it will be no small accomplishment to attribute product outcomes to project causes. To this end, there will be numerous ex post facto manipulations of the data, to impose some experimental controls on uncontrolled data. In this connection, the problem of "control groups" will be similarly solved. Generally, comparisons will be made by differentiating within the sample ex post facto, or by matching non-users with users on variable distributions determined after the fact. In short, the populations of student

and adult users will be motivationally biased, and the only hope for powerful inferences is to allow internal variations in the sample to serve as controls on each other, or attempt to match motivation distributions in non-user control groups.

Even this compromise strategy, however, is impeded by another feature of the project. The Demonstration Center philosophy is inimical to those institutional behaviors that, it is argued, make libraries unattractive to young users. Excessive data gathering, testing of any kind, frequent form-filling, and other fact-gathering techniques are presumed to be unattractive to children and adults, and therefore undesirable in the Center. This conflict is imbedded, again, in the conflict between service-oriented demonstration projects and hypothesis-testing experiments. The administrative decision-making in the project - and the recommendations generated by the Community Advisory Board - will be directed at improving the attractiveness of the program to its clients and making the users' experiences as pleasant as possible. This service goal may be expected to conflict with the goal of evaluation; the Demonstration Center's staff will, no doubt, prize flexibility and responsiveness above control of the independent treatment variables; they will, no doubt, advocate client convenience above research necessity.

Innovative programs are, by definition, developed and operated in a conflict environment. The goal of the program is to regulate that conflict so that, while legitimate differences

of opinion are recognized, levels of cooperation are also maintained. Genuine innovation cannot be "painless" to the operators of the current system; it should be sufficiently inviting to encourage them to want to consider alternatives. The evaluation procedures in this design are as unobtrusive as possible; whenever it is practical, the observation or measurement is conducted away from the users, or as an integral part of the services offered - so that it is not perceived as measurement. Thus, tests are imbedded in games, opinion interviews are imbedded in counseling services, community knowledge surveys are imbedded in community participation.

Evaluation Methods

Techniques and Activities

The list of project objectives submitted in October, 1971, has been modified slightly, as a result of discussions with project staff and sponsoring agencies. There are no major changes, however, in the nature or scope of these objectives.

For purposes of this design report, the organizational scheme used in the earlier statement (target population X objective type) has been abandoned in favor of a scheme more logical for evaluation purposes. In the pages that follow, objectives are clustered according to data collection and analysis schemes, so that several objectives may be assessed in a single evaluation "work package." Each package consists of

- a set of objectives to be assessed
- a measurement - data gathering plan
- a set of evaluation tasks

The output of each work package is a section in the Evaluation Report (the outline of which is described in an attachment to this report.).

Each task will be coded, therefore, according to its work package (an upper case letter) and task number; "B4" will be the fourth task in work package "B". In addition, individual objectives will be coded with the work package identifier and the objective identifier (a lower case letter); "bb" will be the second objective in work package "B."

Note that, to reduce the number of tasks (and thereby the complexity of the report) the term "design" is used to include what is ordinarily considered instrument design, and also pilot testing of the surveys, establishing the content validity of the games, and test refinement. In almost all cases where instruments and procedures are to be designed, there are not separate task identifications for the other developmental activities.

WORK PACKAGE A - STANDARDIZED TEST DATA

Aa Kindergarten children residing in the primary service area and participating in the Demonstration Center's program will show a significant increase in reading readiness as measured by pre-post testing on the Philadelphia Readiness Test.

Ab First and second grade students beyond the reading readiness level, residing in the primary service area and participating in the Center's program, will show significant increases in word meaning, paragraph meaning, and work-study skills as measured by pre-post testing on the Stanford Achievement Test.

Ac Students in grade 3 residing in the primary service area and participating in the Center's program will show significant increases in vocabulary, reading skills, and work-study skills as measured by pre-post testing on the IOWA Tests of Basic Skills.

Ad For those in grades 4-6 who attend the Center regularly, there will be significant gains in listening skills and "literature appreciation". Instruments will be developed or selected specifically for this purpose.

Ae Students in grades 4-6 residing in the primary service area and participating in the Center's program will show significant increases in vocabulary, reading skills, and work-study skills as measured by pre-post testing on the IOWA Tests of Basic Skills.

Evaluation Methods - A

Data in connection with Aa-Ae will be derived mainly from the standardized testing program of the School District of Philadelphia - supplemented when necessary by tests administered by Philadelphia Library Resource Project staff.

The tests to be consulted are the Philadelphia Reading Test, the IOWA Test of Basic Skills, and the Stanford Achievement Test - which are administered each spring to the identified target populations (in some cases, the test is also administered in the fall). The pre-post period will be from the first spring of Center operation to the second spring; students in the measurement sample not tested by the School District will be tested under Philadelphia Library Resources Project auspices in those periods. In general, tests administered for PLRP purposes will be done in sites other than the Center, so that the negative effects of testing will not diminish motivation of users.

Analysis of gains will be made by dividing the gross sample into high and low users for each student group, and also by comparison to community norms; for each student group, there will, therefore, be two treatment groups and a "control" with predicted gains correlated with magnitude of treatment.

Evaluation Tasks - A

A1 Begin collection of identification data

A2 Begin identification of samples

A3 Assessment of test data available

A4 Administration of Pre-tests for students who were absent when tests were given by school agency

A5 Collection and storage of pre-data

A6 Administration of post-tests for students who were absent when tests were given by school agency

A7 Collection of post-data

A8 Analysis of gains in Readiness, Reading, and Library Skills

WORK PACKAGE B - OBSERVATIONS AND INTERVIEWS OF STUDENT USERS WHILE IN THE CENTER

Ba Those k-3 students who participate in Center programs will give observable indications of significant increases in social and verbal competence, as determined by a schedule of "interaction analysis" observations.

Bb Of those k-3 students who attend the Center regularly over a period of time, the percentage who participate actively in Center programs (e.g., tell stories, write stories, make art works and displays, etc.) will increase. Data on student participation will be maintained primarily by the Demonstration Center staff.

Bc Students in grades 4-6 who attend the Center regularly will increasingly use the materials to solve actual homework assignment problems as determined by an observation and interview schedule.

Bd Students in grades 4-6 who attend the Center will show increase in positive attitudes toward libraries and learning as measured by opinion surveys.

Be More students in grades 4-6 who attend the Center over a period of time will indicate satisfaction with the Center's programs, and typical student users will express increasing satisfaction.

Bf The frequency with which the students in grades 7-12 who attend the Center apply library skills to actual problems will increase over time, as determined by an observation and interview schedule.

Bg Students in grades 7-12 will demonstrate increasing competence in assisting the younger students who visit the Center, as determined by an observation schedule and a specially developed instrument.

Bh Students in grades 7-12 who attend the Center will show a significant increase in positive attitudes toward libraries and learning materials as measured by opinion surveys.

Bi Over time, the percentage of Center users who are mentally retarded who participate actively (in contrast to passive attendance) in programs will increase.

Bj Within the first year there will be a continuing increase in the number of student referrals by community organizations and agencies. Data will be gathered by interviews with a scheduled sample of users.

Bk Overall student participation will shift in emphasis from passive acceptance of Center services to active participation in Center programs. Data will be derived from a schedule of observations and student interviews.

Bl The percentage of users in all grades who are able to find things by themselves will increase over time.

Bm Center participants in grades 7-12 who are typically low users of school and public libraries will use increasingly other library facilities, as measured by periodic interviews with those students who attend the Center regularly.

Bn The "mix" of materials and media being used by students at a given time will become more varied and extensive over time, until it peaks.

Evaluation Methods - B

Data related to objectives Ba-Bn will be derived mainly from self-report interviews and observations of user conduct in the Center. Instruments and procedures for plotting the "qualitative" features of k-3 students participation will be selected by the staff of that component, and data will be collected at least twice during the first year of operation. Similarly, Special Education staff will determine procedures for monitoring the changes in type of participation exhibited by handicapped children in the Center.

At this time, it is planned to use the Multi-Dimensional Analysis of Classroom Interaction instrument ("MACE," Dr. Fred Honigman, Villanova University Press) for the k-3 interaction observations; two PLRP staffers will be trained in its use until high inter-judge correlations are achieved. This observation of the k-3 group will be augmented by anecdotal records of student behavior, after the program staff are trained in the development of useful anecdotal reporting. Observation data for mentally retarded children will be collected through a rating device, built

on the model of the Olson-Whitman-Haggarty Scales of Social Behavior, adapted to the population by the special education teacher.

Students in the 4-6 and 7-12 groups will be interviewed at least twice during the first year of operation, to ascertain attitudes toward the Center, sources of referral, and, in the 7-12 group, other library utilization practices.

Included in the student interview will be ratings of various features of the Center program, questions about use of other library centers, relationship between Center services and perceived needs in the school and home, etc.

Several times during the first year of operation (at least 3 times), a week-long observation of the Center will be conducted by a panel of judges, using activity analysis instruments specially designed for the study; among the main variables to be recorded are:

- number of users solving actual problems with materials
- distribution of active-passive participation modes
- instances of older students assisting younger
- "media-mix" in use at given periods

Evaluation Tasks - B

B1 Selection/Adaptation of k-3 observation instruments ("MACI")

B2 Selection/Adaptation of Special Education Monitoring Procedures

B3 Design of Interview Protocols for Students

B4 Design of Activity Analysis Procedures

B5 Training of observers and interviewers

B6 k-3 Observation 1

B7 k-3 Observation 2

B8 k-3 Observation 3

B9 Begin Special Education Monitoring

B10 Student Interviews 1

B11 Student Interviews 2

B12 Activity Observation 1

B13 Activity Observation 2

B14 Activity Observation 3

B15 Activity Observation 4

B16 Analysis of k-3 and Special Education Changes in Attitude and Participation

B17 Analysis of Interview Data for Changes in Attitude and Participation

B18 Analysis of Activity Analysis Data to ascertain changes in media utilization rates and "mix"

WORK PACKAGE C - "TEST GAMES" OF THE FACTUAL KNOWLEDGE AND SKILLS OF CENTER USERS

Ca K-3 students' factual knowledge of their community and city, of current events, Black culture, and history will increase significantly as determined by specially designed test "games" and anecdotal records.

Cb Students in grades 4-6 who participate regularly in the Center's programs will show significant improvement in their ability to select, locate, and secure resource materials suitable for solving homework problems, doing student reports, locating recreational and social resources of the community, as determined by specially designed pre and post-test "games."

Cc Students in grades 4-6 will demonstrate increased factual knowledge of the materials available in the Center, and of special projects sponsored by the Center, in interest areas other than those expressed in their earliest visits, as determined by specially designed test "games."

Cd Grade 4-6 students' factual knowledge of their community and city, of current events, Black culture, and history will increase significantly over time as determined by specially designed test "games" and anecdotal records.

Ce Students in grades 7-12 who participate regularly in the Center's programs will show significant improvement in their ability to select, locate, and secure resource materials

suitable for solving homework problems, doing student reports, locating recreational and social resources of the community, as determined by specially designed pre and post-test " games".

Cf 7-12 grade students' factual knowledge of their community and city, of current events, Black culture, and history will increase significantly over time as determined by specially designed test "games".

Evaluation Methods - C

Objectives Ca-Cf are concerned with students' factual knowledge of their culture and community, and also their competence in utilizing library resources. To assess levels of competence in both areas a series of non-threatening "games" will be designed - competitions with modest prizes - in which mastery of these two areas will predict success. (The two skill areas will be intermixed for analysis purposes; the emphasis in communication with students will be on the cultural knowledge component, however.) These games will be designed by the PLRP staff (using existing teaching games that are commercially available as a base), and will be administered twice for each group of students (six iterations). Included in the commercially produced games that will be utilized are GHETTO, BLACK and WHITE, and BLACK HISTORY, as well as numerous materials developed by Scholastic Press. Note that these games have not been developed to assess competence, but rather to enhance learning. The validity of the test materials will be ascertained by "known cases" analysis, and by expert judgments of the content validity of the items. Pre and post "games" will

have mainly identical tasks, and PLRP researchers will note

- the percentage of users who can complete tasks
- the mean accomplishment time for completing tasks
- the percentage of tasks that can be completed by 90% of the users

Evaluation Tasks - C

C1 Design test for three groups

C2 Try-out games on pilot basis

C3 Conduct Game 1 (k-3 Pre)

C4 Conduct Game 2 (4-6 Pre)

C5 Conduct Game 3 (7-12 Pre)

C6 Conduct Game 4 (k-3 Post)

C7 Conduct Game 5 (4-6 Post)

C8 Conduct Game 6 (7-12 Post)

C9 Analysis of Games in factual knowledge and library-use competence

WORK PACKAGE D - DATA ON FREQUENCY OF ATTENDANCE BY STUDENT USERS

Da Students in grades k-3 will demonstrate increased interest in library and learning materials, as evidenced by frequency of visits over time to the Center. Data will be derived from attendance records.

Db Students in grades 4-6 will demonstrate increased interest in library and learning materials, as evidenced by frequency of visits over time to the Center.

Dc Students in grades 7-12 will demonstrate increased interest in library and learning materials, as evidenced by frequency of visits over time to the Center.

Dd Mentally retarded students will demonstrate increased interest in libraries and learning materials evidenced by frequency of visits over time to the Center.

De The frequency and regularity of Center use for all the groups of students users will increase during the Center's operation.

Evaluation Methods - D

D Objectives are concerned, simply, with rate of attendance for the overall population; counts will be made for gross attendance in each period, numbers of different students in each period, and average attendance for individual students in each period. This data will be essential in sampling students for Packages A, B, and C.

Evaluation Tasks - D

D1 Design attendance recording procedures

D2 Implement procedures

D3 Perform monthly tally

D4 Summarize 6-month attendance

D5 Summarize 12-month attendance

WORK PACKAGE E - FREQUENCY OF ATTENDANCE DATA FOR PERSONS OTHER THAN STUDENTS

Ea There will be an increase in the use of the Demonstration Center by parents of students who participate in the Center's programs.

Eb A program of regular visitation to the Center by teachers and other professionals who work with the handicapped will be instituted.

Ec The number of teachers, librarians, and administrators from the Philadelphia Schools, Archdiocesan Schools and Free Library who visit the Center will increase over time.

Ed The interest and support of the sponsoring agencies will continue for the duration of the project, as indicated by regular attendance of agency representatives at meetings of the Interagency Committee.

Ee Support of the project by community representatives will continue for the duration of the project, as indicated by regular attendance at meetings of the Community Advisory Board.

Evaluation Methods - E

As in package D, data on Center attendance by parents, teachers, and library professionals will be maintained. Attendance will indicate status of visitor, whether or not the visit

is part of a scheduled program, and whether the visitor is directly connected to a student user(s).

Attendance data will also be maintained for the Community Advisory Board and the Interagency Committee.

Evaluation Tasks - E

E1 Design "visitor's log" formats

E2 Design attendance reporting procedures for Advisory Board and Interagency Committee

E3 Implement all attendance procedures

E4 Summarize 6-month figures

E5 Summarize 1-year figures

WORK PACKAGE F - INTERVIEW-SURVEY DATA FROM PARENTS, TEACHERS, AND COMMUNITY MEMBERS

Fa Handicapped children who use the Center will exhibit significant improvement in attitudes toward library and learning materials, as reflected through observations by their parents and teachers.

Fb Within 18 months of operation, a majority of parents of students who use the Center will agree that there have been "good results" in their children's school work and general development, which they believe are partly attributable to the Center.

Fc Within the first year of operation, a majority of community leaders in the service area (identified by the sponsors and Community Advisory Board) will indicate to their groups or through their organizations, that the Center is a valuable asset to the community and should be used by all eligible students.

Fd There will be a direct relationship between frequency of Center attendance and improvement in school progress, as indicated by interviews with a sample of teachers in the target community.

Fe The percent of persons in the community familiar with newsletters, bulletins and other communications from the Center will increase over time. Recognition of the Center's name, logo and identifying symbols will increase.

Evaluation Methods - F

Data for Objectives Fa-Fe will come from three sources, and be of three types:

1. Interviews of selected teachers (special education and regular) and parents of student users of the Center, to estimate judged benefits of the program for the students; this survey is to assess perceptions of affected parents and teachers, rather than facts about student accomplishments.

2. Survey data of a random sample of community adults, to infer level of knowledge about the program and general attitudes toward it.

3. Purposive interviews with a "panel" of community representatives, mainly to assess impressions and perceptions of community and education leaders in the target area.

Evaluation Tasks - F

F1 Selection of teachers and parents

F2 Design of interview procedures

F3 Teacher-parent interview 1

F4 Teacher-parent interview 2

F5 Design of general community knowledge-attitude survey

F6 Draw community sample

F7 General Community Survey 1

F8 General Community Survey 2

F9 Selection of "Panel"

F10 Continuing interviews with "Panel"

WORK PACKAGE G - DATA MAINTAINED IN "DISSEMINATION LOG"

Ga The Research Center staff will maintain an active program of information dissemination to the target community, as well as to the library and education professionals in the Philadelphia area, and nationally, and to all other persons requesting information.

Gb The Research Center staff will develop publications, presentations, and workshops for personnel in the three library systems, so that workable project activities can be adapted in "systemic" changes in the city.

Gc Utilization of the Center's information service and the programs for parents of handicapped students will increase over the duration of the project.

Gd Within the first year of operation, a majority of community leaders will demonstrate interest in the project by initiating requests for information, visits, or presentations.

Evaluation Methods - G

A "Dissemination Log" will be designed by the staff, in which all

- mailings
- presentations
- responses to requests

- requests for information
- media citations and publications

...will be maintained. As in any log, entries will be dated, to allow analysis of temporal patterns.

Evaluation Tasks - G

G1 Design of Dissemination Log

G2 Implementation of Dissemination data gathering

G3 Summarize 6-month activities

G4 Summarize 1-year activities

G5 Summarize 18-month activities

WORK PACKAGE H - DOCUMENT PRODUCTS

Ha The staffs of the Research Center and Demonstration Center will develop an inventory of materials, practices, and programs representing the "state-of-the-art" in Library-Resource Center programs for inner-city students, including special programs for handicapped students.

Hb A list of audiovisual equipment and instructional materials required for the Center's program will be completed.

Hc A survey of community preferences will be conducted in the target community. Results will be analyzed and taken into account in the planning of programs and activities for the Center.

Hd Initial program plans for Center activities will be drawn up, scheduled, and assigned to appropriate staff.

He The Library Project staff will develop a work plan for the activities of the Demonstration Center and Research Center and implement that plan.

Hf Citations about the Center by community leaders in public functions, and in the local press and communications vehicles, will continue over time. A clippings book will be the source of data.

Hg The Research Center will develop a planning-decision system for choosing Learning Center acquisitions and activities, and for allocating resources on an activity objective basis.

Hh The Library Project Staff will devise an evaluation plan for assessment of project effectiveness, and implement that plan.

Hi The Research Center staff will develop and maintain a mailing list for dissemination purposes for library and education professionals in the Philadelphia area and across the nation.

Evaluation Methods - H

In this cluster, actual product documents equivalent to the objectives will be submitted as evidence of success.

Evaluation Tasks - H

H1 Complete state-of-the-art inventory

H2 Complete A-V equipment and instructional materials lists

H3 Complete community preference survey results

H4 Complete Initial Program Plan

H5 Complete Research Activities Plan

H6 Complete "Clippings Book"

H7 Complete Report on Planning-Decision System

H8 Complete Evaluation Plan

H9 Complete Mailing List

WORK PACKAGE I - MANAGEMENT REVIEW REPORTS

Ia A facility for the Demonstration Center will be obtained.

Ib Specifications for renovation of the facility will be developed by the Library Project staff.

Ic Contractual agreements for rental and renovations of the facility will be consummated.

Id Nucleus collections of books and instructional materials, including special materials for the handicapped, will be specified, ordered, received, and processed prior to the Center's opening.

Ie A-V equipment and instructional materials will be ordered, received, and processed prior to the Center's opening.

If Furniture, fixtures, and display equipment will be specified, ordered, and installed prior to the Center's opening.

Ig A comprehensive program for services to handicapped students will be developed and implemented. Specially trained staff will be assigned to the program.

Ih All staff positions necessary to the Center's operation will be filled, and the individuals will be trained prior to the Center's opening.

Ii A training program for selected library personnel in Philadelphia will be designed and implemented in the second year of the Center's operation.

Ij A Community Advisory Board composed of a representative group of people who live or work in the community will be established.

Ik The Research Center will conduct all observation and data gathering procedures which are part of the evaluation design plan.

Il The project director will institute periodic reporting requirements for all project principals.

Im The project director will develop and refine procedures for ensuring frequent, productive communication among the sponsoring agencies.

In Community interest in and support of the Center will be demonstrated by the amount and kind of voluntary services provided by the community.

Io The project director will develop and refine procedures for minimizing delays and obstacles in securing sponsor clearances for project decisions, thereby lowering the risks of failing to meet project deadlines because of administrative complexities.

Evaluation Methods - I

Each of the activities to be completed in Ia-Io will be the subject of a management review report (MR-Memo).

Evaluation Tasks - I

I1 Complete MR-Memo of facility selection, renovation, and contractual agreements

I2 Complete MR-Memo on acquisition of nucleus collection, A-V equipment, instructional materials, and furniture

I3 Complete MR-Memo on services for handicapped students

I4 Complete MR-Memo on PLRP staff, including profiles and role descriptions

I5 Complete MR-Memo on PLRP Trainee Program

I6 Complete MR-Memo on Community Advisory Board

I7 Complete MR-Memo on Evaluation and Data-gathering Activities

I8 Complete MR-Memo on internal project communications (staff and sponsoring agencies)

I9 Complete MR-Memo on Services provided the Center by the community

WORK PACKAGE J - DATA FROM STAFF INTERVIEWS AND TESTING

Ja The Demonstration Center staff will improve in its ability to individually diagnose needs and prescribe programs consonant with those needs for individuals and groups. Performance objectives will be developed for the staff training program and criterion-referenced tests will be administered.

Jb Volunteers and part-time paraprofessionals who work in the Center will take affirmative actions to improve their own credentials in education, libraries, or related fields. Data about these developments will be drawn from periodic staff meetings and interviews.

Evaluation Methods - J

Two kinds of data will be collected about the staff of the Demonstration Center:

- the performance of each staff member in meeting the requirements of the staff training program
- the effects of the program on the career development of the volunteers and paraprofessionals who work in the Center

All staff members will be continually oriented to the roles and responsibilities of the other staff members, to ensure maximum communication and cooperation.

Evaluation Tasks - J

J1 Develop performance objectives for staff members

J2 Devise personnel review sheets

J3 Conduct "real-life testing" of staff members in actual service situations

J4 Conduct interviews with all non-professional personnel - 1

J5 Conduct interviews with all non-professional personnel - 2

J6 Summarize 1-year staff performance

J7 Summarize 18-month staff performance

WORK PACKAGE K - DATA FROM FOLLOW-UP ASSESSMENTS OF PROJECT DIFFUSION

Ka The frequency of contacts between school librarians and teachers in target community schools will be increased significantly between an early month of the Center's operation and a later month, to be determined.

Kb The frequency of contacts between personnel of target community schools and Free Library personnel will be significantly increased between an early month of the Center's operation and a later month, to be determined. Data will be generated by questionnaires to teachers, school librarians, and public librarians.

Kc A majority of the trainees of the Demonstration Center will, within a year following completion of the training program, introduce related changes in their own agencies, or take demonstrable first steps toward instituting those changes.

Kd After a period of three years operation of the Center, a majority of the school administrators within the target community will introduce changes in their school library programs based on effective demonstrations in the Learning Center's program.

Evaluation Methods - K

Objectives Ka-Kd are concerned with the diffusion of the main project concepts into other settings. There are two main

types of effect anticipated in the early years of the project:

- frequency of contacts between teachers and librarians with the target community schools, and contacts between both groups and the personnel of The Free Library of Philadelphia; this interagency communication is among the main goals of the project
- evidence of innovations in Free Library and School Centers, based on demonstrated practices in the Demonstration Center; first, evidence of affirmative steps toward innovation initiated by trainees of the Demonstration Center, and, in the schools of the target community

Because innovations in library practice are usually slowed by administrative complexities, no dramatic evidence of "systemic" change can be anticipated in the first two years of Center operation, but early indications can be assessed and reported - albeit anecdotally. (Staff charged with follow-up assessments will, of course, be trained in anecdotal reporting.)

Evaluation Tasks - K

K1 Design questionnaire on teacher-school librarian contacts

K2 Design questionnaire on School-Free Library contacts

K3 Conduct teacher-school librarian survey - 1 (Baseline)

K4 Conduct teacher-school librarian contact survey - 2

K5 Conduct School-Free Library Survey - 1 (Baseline)

K6 Conduct School-Free Library Survey - 2

K7 Conduct on-site visitations to Trainee sites - 1

K8 Conduct on-site visitations to Trainee sites - 2

K9 Conduct observations in School libraries - 1

K10 Conduct observations in School libraries - 2

Evaluation Schedule

The following section shows the approximate scheduling of the evaluation tasks over a three-year period. The calendar is divided into 12 quarters, the first being the three months prior to the opening of the Demonstration Center to public use, the twelfth ending December 31, 1974.

Because the Center is expected to open in mid-March, 1972, the end of the second quarter will be roughly the end of the first contract year.

Time Schedule for Evaluation - Quarters

Evaluation Task*	1/72 1	3/72 2	6/72 3	9/72 4	1/73 5	3/73 6	6/73 7	9/73 8	1/74 9	3/74 10	6/74 11	9/74 12	1/75
A1		X											
2		X											
3			X										
4			X										
5				X									
6							X				X		
7								X				X	
8									X			X	
B1			X										
2			X										
3				X									
4				X									
5				X									
6					X				X				
7						X				X			
8								X				X	
9				X					X				
10				X					X				
11						X				X			
12				X				X					
13					X				X				
14						X				X			
15								X				X	
16								X				X	
17								X				X	
18								X				X	

*Letters and numbers refer to tasks defined in the body of the Evaluation Report

Evaluation Task	1/72	3/72	6/72	9/72	1/73	3/73	6/73	9/73	1/74	3/74	6/74	7/74	1/75
	1	2	3	4	5	6	7	8	9	10	11	12	
C1			X										
2				X									
3					X								
4					X								
5					X								
6							X				X		
7							X				X		
8							X				X		
9								X				X	
D1		X											
2		X											
3		X											
4				X									
5						X				X			
E1		X											
2	X												
3		X											
4				X									
5						X				X			
F1				X									
2				X									
3					X								
4								X					
5			X										
6				X									
7					X								
8										X			
9					X								
10										X			
G1		X											
2		X											
3				X									
4						X				X			
5								X				X	

Evaluation Task	1/72	3/72	6/72	9/72	1/73	3/73	6/73	9/73	1/74	3/74	6/74	9/74	1/7
	1	2	3	4	5	6	7	8	9	10	11	12	
H1			X										
2		X											
3		X											
4		X											
5		X											
6						X				X			
7						X							
8		X											
9			X										
I1		X											
2		X											
3		X											
4		X											
5							X						
6		X											
7						X				X			
8			X										
9						X							
J1		X											
2		X											
3				X									
4				X									
5								X					
6					X								
7								X					X
K1				X									
2				X									
3					X								
4									X				
5					X								
6									X				
7						X							
8										After this period -----→			
9						X							
10										After this period -----→			

Attachment:

Outline of PLRP Evaluation Report

1. Introduction

2. Student Outcomes

    2.1 Changes in Reading Readiness

    2.2 Changes in Reading Ability and Other Language Skills

        2.2.1 Students K-3

        2.2.2 Students 4-6

    2.3 Changes in Problem Solving Skills

        2.3.1 Students K-3

        2.3.2 Students 4-6

        2.3.3 Students 7-12

    2.4 Changes in Knowledge of the Center and Community

        2.4.1 Students K-3

        2.4.2 Students 4-6

        2.4.3 Students 7-12

3. Student Attitude and Participation

    3.1 Attendance Changes

        3.1.1 All Students

        3.1.2 Students K-3

        3.1.3 Students 4-6

        3.1.4 Students 7-12

        3.1.5 Handicapped Students

    3.2 Student Opinion

        3.2.1 Students 4-6

        3.2.2 Students 7-12

    3.3 Active-Passive Participation

        3.3.1 Students K-3

3.3.2 Students 4-6

3.3.3 Students 7-12

3.3.4 Handicapped Students

3.3.5 "Media-mix" for all users

4. Community Impact and Participation

4.1 Parents

4.1.1 Rates of Center Attendance for Parents

4.1.2 Parents Judgment of Student Benefit

4.1.3 Parents Factual Knowledge of the Center

4.2 Community Leaders and Members

4.2.1 Community's Knowledge of the Center

4.2.2 Community Referrals to the Center

4.2.3 Offering of Services to the Center

4.2.4 Community's Public Statements Regarding the Center

4.2.5 Participation Rates for Community Advisory Board

4.2.6 Rate of Requests for Information and Presentations

4.3 Education and Library Professionals

4.3.1 Teachers' Judgment of Center Benefits for Children in their Classes

4.3.2 Teachers' Judgment of Effects on Handicapped (mentally retarded) Children

5. Center Staff

5.1 Increased Competencies of the Center Staff in Working with Inner-city Children

5.2 Evidence of "Career Development" Impact on the Professionals and Volunteers in the Center

6. Library-Education "Systemic" Impact

6.1 Communication Between School Librarians and Teachers

6.2 Communication between Free Library and School Personnel in the Community

6.3 Follow-up Report on Trainees

6.4 Preliminary Impact of Center on the Library Programs in the Area

7. Special Memoranda

7.1 Facilities Report - Description of Site, Renovations, and Contractual Agreements

7.2 Report on Program for the Handicapped

7.3 Report on Center Staffing

7.4 Design Report for Trainee Program

7.5 Report on Community Advisory Board Activities

7.6 Review of Evaluation, Data Gathering, and Staff Reporting Activities

7.7 Report on Interagency Contacts and Accomplishments

Attachments

A. "State-of-the-art" Review of Library-Resource Centers for Inner-city Children, including Section on the Handicapped

B. Nucleus Collection List

C. Furniture Equipment List

D. Documentation of Center's Planning-Decision System, including Illustrative Work Plans and Resource Allocation Procedures

E. Project Mailing List

F. Any Curriculum Product, Paper, or Report developed by the Project Staff for the Education-Library Community

V. COMMUNITY PROFILE AND COMMUNITY SURVEY

October 14, 1971

Student Library Resource Requirements in Philadelphia

PHASE IV

STUDENT LEARNING CENTER DEMONSTRATION

Table 1 - Number of Students Enrolled in Schools Located Within the Primary Service Area and the Secondary Service Area By School System, By Grade Organization

Table 2 - Number of Students Residing in the Primary Service Area by Grade, By System

Table 3 - Number of Handicapped Students Enrolled in Schools Located Within the Primary Service Area and the Secondary Service Area by School System, by Type of Handicap, by Grade Organization

Table 4 - Number of Students Residing in the Primary Service Area who are Handicapped, by Type of Handicap, by School System

Table 1

NUMBER OF STUDENTS ENROLLED IN SCHOOL LOCATED WITHIN THE PRIMARY SERVICE AREA AND THE SECONDARY SERVICE AREA BY SCHOOL SYSTEM, BY GRADE ORGANIZATION

	Primary Area		Secondary Area		
	Public Schools	Parochial Schools	Public Schools	Parochial Schools	TOTAL
GRADE					
Pre-Kindergarten	60	60	--	--	120
Kindergarten	206	50	244	111	611
Elementary(a)	2125	715	2254	1169	6263
Secondary(b)	--	--	2106	--	2106
TOTAL	2391	825	4604	1280	9100

(a) Elementary grades for public schools include grades 1 thru 6; parochial schools, grades 1 thru 8.

(b) Secondary grades for public schools include grades 7 thru 12; parochial schools, grades 9 thru 12.

Table 2

NUMBER OF STUDENTS RESIDING IN THE PRIMARY SERVICE AREA BY GRADE, BY SYSTEM

Grade Level	SCHOOL SYSTEM		TOTAL
	Public	Parochial	
Pre-kindergarten	20	25	45
Kindergarten	181	29	210
1	211	59	270
2	210	39	249
3	194	30	224
4	158	42	200
5	171	30	201
6	171	26	197
7	171	26	197
8	188	30	218
9	190	24	214
10	193	22	215
11	129	15	144
12	82	14	96
Ungraded*	212	11	223
TOTAL	2481	422	2903

*Includes handicapped and children enrolled in special programs.

Table 3

NUMBER OF HANDICAPPED STUDENTS ENROLLED IN SCHOOLS LOCATED WITHIN THE PRIMARY SERVICE AREA AND THE SECONDARY SERVICE AREA BY SCHOOL SYSTEM, BY TYPE OF HANDICAP, BY GRADE ORGANIZATION

		PUBLIC SCHOOLS		PAROCHIAL SCHOOLS*		TOTAL
	Type of Handicap	Primary Area	Secondary Area	Primary Area	Secondary Area	
Elementary Schools	Retarded Educable	50	109	-	-	159
Secondary Schools	Retarded Educable	-	256	-	-	256
TOTALS		50	365	-	-	415

*Handicapped students are enrolled in schools outside the target community.

Table 4

NUMBER OF STUDENTS RESIDING IN THE PRIMARY SERVICE AREA[a] WHO ARE HANDICAPPED, BY TYPE OF HANDICAP, BY SCHOOL SYSTEM[b]

Type of Handicap	PUBLIC	PAROCHIAL	TOTAL
Retarded Educable	148	9	157
Retarded Trainable	10	-	10
Remedial Disciplinary	33	-	33
Emotionally Disturbed	5	-	5
Hearing Handicapped	1	1	2
Orthopedic Handicapped	1	-	1
Visually Handicapped	-	1	1
TOTAL	198	11	209

(a) The primary service area is bounded by Broad Street, 24th Street, Lombard Street, and Washington Avenue.

(b) Information for the secondary area is not available.

6th DRAFT 10/7/71

ACTIVITIES PREFERENCE SURVEY PLAN

A. The Objectives

1. Dissemination of information about the Center

The survey process will involve community residents, both as interviewers and as interviewees; it will also involve some of the people, agencies, and groups that will possibly be called upon later to support the Center's programs. Thus, through these early involvements the project will be disseminating information about the Center. By the very fact of the survey, the Center will begin to convey the information that the project is viewed as a participative one.

2. Establishing relationships in the community.

Through the interviewers and the interviewees, some relationships will begin to be established.

3. Making the Center's Development and Growth Participative.

The new Center will be planned together with the community it will serve, and it will reflect the needs felt by the community. This survey is aimed at that objective -- to begin to find out some of the needs felt by the community, and to find out preferences among program alternatives.

B. Content

This reflection of the community needs will encompass at least 3 dimensions:

1. What kinds of activities are preferred by which respondents?

a) basic education

b) enrichment

c) solitary

d) group or family

2. How should the Center operate?

   a) hours of operation

   b) physical location

   c) user participation in Center's planning and operation

   d) borrowing policies

3. What are the problems in the community and does the Center appear relevant to them?

C. The Sample

Although the extended target area is defined as the area between 10th and 24th Streets; from Lombard to Wharton Streets, the full sample will be drawn only from the smaller primary target area -- from 24th to Broad Streets and from Lombard Street to Washington Avenue.

Three populations will be sampled by a team of interviewers drawn primary from the community.

1. School age children - a sample of school age children, residing in the primary area distributed across grades 4-12, proportionate within systems to their enrollment in the school year 1970-1971.
2. One of their parents, so controlled that in half the cases a mother is interviewed; in the other half a father is interviewed. (Throughout this plan, "parent" means the adult most directly involved with the child. In some cases that adult would be the parents; in other cases it might be grandparents or other relatives.)
3. Handicapped children and one of their parents. The sample will be proportionate to the kind of handicap prevalent in the area.

D. The Sample in More Detail - Sampling by Families

The survey will be of families as well as of individuals. The analysis will be both by family and by individual. The general assumption is that there are family patterns the Center can encourage, and which

can encourage the Center; and that there are family patterns which are non-supportive both of the Center's aims and of intellectual activity on the part of some family members. These latter patterns the Center's activities can help overcome if they are understood.

E. How to Draw the Sample

We need first to identify the nucleus child - the child whose parent will be interviewed along with him.

Since a sample of school age children attending these schools will not cover junior or senior high school children, we need to draw some names from the junior and senior high schools physically outside the area which target area children attend.

The Office of Research and Evaluation of the School District of Philadelphia can provide a computer list of students living within the primary area and the public school sample can be drawn from this list. The corresponding list of parochial school students will be obtained locally by contacting each of the schools which are attended by students residing in the primary service area. We will need to draw at least twice as many names as we want to end up with, to allow for attrition because of inability to contact target children.

The target number of children will be 340 completed interviews, 225 public school students, 75 parochial and 40 handicapped, thus we will draw at least 680 names.

The number of 340 derives from time and money constraints, which will be described later in this document.

The sample will be drawn from the even grades 4 through 12. Within each system, the number of students drawn from each grade level will be proportionate to the distribution of students by grade.

F. Survey Administration

In deciding on the size of the interview team, the following considerations were used. First, that we did not want to have too large an interview team, because it would be more difficult to administer, and because there would be some suspicion in the community if a large number of people were interviewing community residents. Secondly, the number of interviews assigned to each interviewer should be large enough so that it was worth while for the interviewer to devote his or her time to the training and carrying out of the survey. Third, the survey should be conducted over a relatively short time.

This led to the decision to use a survey team of ten people (some men and some women) who would each survey 34 families (34 children and 34 parents). Thus we would end up with a total sample of 340 families (340 children and 340 parents). If the interviewers complete 3 double interviews per day (5 day week) the interviews can be completed within 2 to 2 1/2 weeks, however, three weeks will be scheduled for interview completion in order to allow for slippage.

Each interviewer will be paid $20 for each family (that is, the fee is based on the interviewer completing both the child and the parent interview).

Interview forms will be prepared for keypunching as they arrive. Each form, prior to keypunching, will require approximately 5 minutes of cleaning and recording of data by a team of two people, hence, preparation time each week will be about 50 man - hours.

Money Constraints

Cost of field team: 10 interviewers paid $20 for each completed family, assuming 34 families each = $680/interviewer	$6,800
Data processing costs: cleaning material, keypunching, verifying	1,000
Printing or duplication of instruments	200
Computer analysis	800
Fee of Survey Team Coordinator	1,600
	10,400

G. Lining Up the Interviews

The line up and conduct of the interviews will parallel the parent survey conducted by the Library Project earlier in the year.

Interviewers will be drawn from the original interview team, if they are available, augmented by a similar panel from the local community. If none of the original interview team is available, the entire panel will be drawn from the community. The interview team will be managed by Doris Hamilton, and will undergo a special training session in which practice interviews will be conducted. Written instructions will be provided as well. (See detailed time scheduled at the end of this document).

The Student Library Resource Center will prepare a letter to the families, explaining the survey and asking for parent cooperation. The letter will be signed by the principals. In addition, each interviewer will be given an identification card signed by the principals.

The interviewers will be told to telephone for an appointment to conduct the interview in person in the home. He or she will try to arrange a time when the nucleus child will be home along with at least one parent.

Each interviewer will be given two names for every interview to be completed. The two names will be children from the same grade level. If, in three tries the interviewer cannot reach the first family, he or she will substitute the second family. If in three tries that interview cannot be completed, he or she moves on to the next pair.

H. Administration of the Interviews

The questionnaire will be so designed that it will consist mostly of check list material. Each interview will be administered separately to each individual, not to groups. The questionnaire will be read to each person, with his indicating yes or no to each check list item. In addition to the check list material, there will be some preference material.

Revised 10/18/71 - V.S.

Survey Timetable

10/20	Bulk of letters from principals mailed to parents.
10/18	Interviewer training - 10:00 a.m. - Research Center.
10/22	Interview assignments given to interviewers for preliminary phone contact.
10/25-11/18	Field work (each week all completed interviews turned in on Friday afternoon; all completed interviews cleaned, coded, ready for keypunching).
11/22-11/29	Keypunching (1 week).
11/29-12/10	Computer runs (2 weeks).
12/13-1/5	Analysis and preliminary report (2 weeks).

ACTIVITIES PREFERENCE SURVEY

GSS/PSLP/9/71

Child Interview Form

Identification Information

Child's name_____ Sex: M____ F_____
last first

Child's school_____Pub _____ Par_____Priv_____

Child's grade_____ Child's age_____ handicap code_____

Adult's name_____ Sex: M____ F_____
last first

Relationship to child_____ Tel. #_____

Address_____

Age of adult (do not ask; make best guess) Under 30_____ 31-44_____

45-59_____ 60+_____

Code Number_____

Interviewer Information

Who present at interview (check all that apply)

Interview conducted alone _____

With target adult present _____

With other child present _____

With other adult present _____

Processing Infomation

	By	Date
Reviewed		
Coded		
On code sheets		

Child's Questionnaire

Introduction: (Interviewer: use the following introduction for the child.)

Hello. I'm (your name). I'm doing a survey in the neighborhood. We're asking some of the students and parents about the kinds of things they would like to see in a new Neighborhood Learning Center that is being planned. If you could answer some of these questions, we would use your answers to help decide what the students in the neighborhood would enjoy.

1. Here are some suggested activities for the Learning Center. Would you be interested in any of these?

(Interviewer: read the item and record the response before going on to the next item.)

	Yes	No	No Response/Don't Care
a. a group writing stories or poems	____	____	____
b. storybooks	____	____	____
c. family movie night	____	____	____
d. talks on black history and culture	____	____	____
e. educational films you can choose and watch anytime on your own	____	____	____
f. art exhibits to see when you want	____	____	____
g. music records and tapes to hear by yourself	____	____	____
h. tutors to help you with reading and homework	____	____	____
i. discussion groups planned and led by young people	____	____	____
j. older children helping younger ones with their schoolwork	____	____	____
k. a community newspaper produced by students	____	____	____
l. a group where you could learn how to make your own movies	____	____	____

		Yes	No	No Response/Don't Care
m.	a photography club	____	____	____
n.	a group called "creative dramatics" where you can act out your feelings	____	____	____
o.	educational records and tapes to hear on your own	____	____	____
p.	reference books like encyclopedias for homework	____	____	____
q.	a quiet room to study in	____	____	____
r.	a math club run entirely by students	____	____	____
s.	a game room supervised by older students	____	____	____
t.	a snack bar or food vending machines	____	____	____
u.	are there other things you would like to see in the center? (Interviewer: Write what the subject says.)	____	____	____

2. Do you think from the discussion that we've been having that you would be interested in visiting such a Center?

____ ____ ____

(Interviewer: If "no", ask Question 3, and then terminate. If "yes", or "no response/don't care", continue to end.)

3. (Interviewer: ask question 3 only if child is elementary school age. We do not want to ask junior and senior high students. Do not read these. Check category if it fits exactly. If it doesn't fit, write what the subject says after "other".)

When you are not in class, where do you like to go?

a. stay home ____
b. playground ____
c. YMCA ____
d. church ____
e. with friends ____
f. library ____
g. with relatives ____
h. school (for after-school activities) ____
i. don't know; no response ____
j. street ____
k. other (specify) ____

4. We want this new Neighborhood Learning Center open at times when people can get to it. When are the best times for you to get to a place like this?

(Interviewer: don't read these. Check all that apply. If they don't fit exactly, write in after "other".)

a. after school during the week _____

b. Saturdays during the day _____

c. Sundays during the day _____

d. holidays _____

e. evenings during the week _____

f. Saturday evenings _____

g. Sunday evenings _____

h. don't know; no response _____

i. other (specify) _____

5. (Interviewer: ask question 5 only if child is elementary school age. We do not want to ask junior and senior high students. Do not read these. Check the response in appropriate column. If the child answers in terms of street name, ask, "How far is that?")

We want the Learning Center to be at a location which is easy for students to get to. How many blocks from home would you be allowed to go by yourself if you were going to a Learning Center like the one we've been talking about? First, in the daytime, (Interviewer: record response, then ask:) Now, how far in the evening?

	Daytime	Evening
a. same block only	____	____
b. 1-3 blocks	____	____
c. 4-6 blocks	____	____
d. 7-10 blocks	____	____
e. more than 10	____	____
f. other (specify)	____	____
g. No response, don't know	____	____

6. Would you like to help with the Center in some way?

Yes_____ No_____ Maybe/How?_____ No Response_____

(Interviewer: if answer is "yes" or "maybe", continue with the following list. If "no" or "no response", skip to Question 8.)

7. Here are some ways you might help the Center. Would you be interested in any of these? (Interviewer: read list and check off any subject chooses.)

	Yes	No	No Response/Don't Care
a. working with younger children	____	____	_____
b. helping to fix up the Center	____	____	_____
c. serving on a committee to help choose equipment	____	____	_____
d. serving on a committee to help decide what should be changed as time goes on	____	____	_____
e. serving on a committee to help decide if the Center is being of help to students	____	____	_____
f. can you think of other ways you could help? (Interviewer: Write what subject says.)			

8. Would it be all right if we came back again in a few months to talk to you about the Center?

Yes_____ No_____ No Response/Don't Care_____

That's all the questions we have for you today, (child's name). Thanks very much for helping us.

Additional Comments by Interviewer:

ACTIVITIES PREFERENCE SURVEY

GSS/PSLP/9/71

Parent Interview Form

Identification Information

Child's name _____ Sex: M____ F____
last first

Child's school _____ Pub _____ Par____ Priv_____

Child's grade _____ Child's age ____ handicap code _____

Adult's name _____ Sex: M____ F____
last first

Relationship to child _____ Tel. #_____

Address _____

Age of adult (do not ask, make best guess) Under 30_____ 31-44_____

45-59_____ 60+_____

Code Number _____

Interviewer Information

Interviewer name _____

Date of interview _____

vist record

No.	Date	Time	Result*
1			
2			
3			

*Result code: F= finished
P= parent not home
C= child not home
X= no answer at door
R= refused (explain)

refused:

Who present at interview (check all that apply)

Interview conducted alone ____

With target child present ____

With other child present ____

With other adult present ____

Processing Information

	By	Date
Reviewed		
Coded		
On code sheets		

Adult Questinnaire

Introduction: (Interviewer: use the following introduction for adults.)

Hello. I'm (your name). We had an appointment to talk about the Neighborhood Learning Center that is being planned.

Did you receive a copy of this letter? (Show a copy of letter from sponsor. Read it out loud to the subject.)

First, I'm going to ask you some questions and then I'd like to ask (child's name) some of the same questions. You'll have a chance to look over the questions I'm going to ask (child's name). They've asked us to interview you alone.

(Interviewer: If there are other people around, especially the child who is going to be interviewed, continue with the following statement.)

Is there some place we can sit down together alone? This will take about half an hour. (If subject is hesitant or says there is no place to be alone. Go ahead with interview.)

1. We need your help in planning this Neighborhood Learning Center. Here are some suggested activities. Would you be interested in any of these?

	Yes	No	No Response/Don't Care
a. family movie night	____	____	____
b. reference books like encylopedias	____	____	____
c. art exhibits to see when you want	____	____	____
d. reading classes for adults	____	____	____
e. guest speakers on topics of community concern	____	____	____
f. educational tapes and records to hear on your own	____	____	____
g. books for fun	____	____	____
h. a group that reads plays together	____	____	____
i. parent meetings on how to help children with homework	____	____	____

		Yes	No	No Response/Don't Care
j.	educational films you can choose and watch anytime on your own	____	____	____
k.	"how-to-do-it" classes for adults	____	____	____
l.	story hour for pre-school children	____	____	____
m.	educational film series for the community	____	____	____
n.	special learning materials for handicapped children	____	____	____
o.	group discussions for parents of handicapped children	____	____	____
q.	music records and tapes to hear by yourself	____	____	____

r. Are there any other things you would like to see in the Center?

(Interviewer: Write down what the subject says.)

2. Here are some of the special rooms that have been suggested. Would you be interested in having any of these in the Center?

(Interviewer: Read the item and record the response before going on to the next item.)

		Yes	No	No Response/Don't Care
a.	a room in which students can study, relax or read	____	____	____
b.	a room which younger children can have fun and learn by using educational materials	____	____	____
c.	a black history and culture area for adults and children	____	____	____

	Yes	No	No Response/Don't Care
d. a parents' interest and information area	____	____	____
e. a community meeting room	____	____	____
f. a snack bar or food vending machines	____	____	____

g. Are there any other kinds of rooms or areas you would like to see in the Center?

(Interviewer: Write down what the subject says.)

3. Would you be interested in having magazines in the Center that you could look at?

Yes _____ No_____ No Response/Don't Care_____

(Interviewer: If "yes", read question 4; if "no", skip to question 5.)

4. What magazines would you like to see in the Center?

(Interviewer: Write down the names of each magazines subject suggests.)

a. Magazine name:_____ _____

_____ _____

_____ _____

_____ _____

b. No Response/Don't Care _____

5. Would you be interested in having newspapers in the Center that you could look at?

Yes_____ No_____ No Response/Don't Care_____

(Interviewer: If "yes", ask question 6; if "no", skip to question 7.)

6. What newspapers would you like to see in the Center?

(Interviewer: Do not read this list. Check off newspaper name. Write others in.)

Afro-American	____	News	____	Other	_____
Bulletin	____	Night Life	____		_____
Inquirer	____	Tribune	____		_____
Muhammad Speaks	____			No Response/ Don't Care	_____

7. Now I'd like to ask you about some places here in your neighborhood that (child's name) might go. When (name of child) is not in class, to what places in the neighborhood does he/she go?

(Interviewer: Do not read these. Check category if it fits exactly. If answer does not fit, write down what the subject said in the space after "other".)

a.	stay home ____	g.	with relatives ____
b.	school (for after-school activities) ____	h.	with friends ____
c.	playground ____	i.	don't know/no response ____
d.	YMCA ____	j.	street ____
e.	church ____	k.	other (specify)
f.	library ____		

8. Where is "your neighborhood"? If there were a fence around your neighborhood, where would it be placed on all sides?

(Interviewer: If the subject answers by street name or numbers, write down each street name or number, and then in each case ask the person, "How many blocks is that from here?" and check appropriate column.)

a. Don't know, there is no neighborhood, no response _____

b.

Street name or numbers	same block	1-3	4-6	7-10	10 or more
1. _____	_____	___	___	___	_____
2. _____	_____	___	___	___	_____
3. _____	_____	___	___	___	_____
4. _____	_____	___	___	___	_____

9. When we talk to (child's name) we're going to ask him/her about activities he/she would like to have in the Center. I'm going to read that list and ask you to comment on whether you would like to have these activities for students in the Center. (Interviewer: Read each item; check the response in the appropriate column.)

	Yes	No	No Response/ Don't Care
a. a group writing stories and poems	___	___	___
b. storybooks	___	___	___
c. family movie night	___	___	___
d. talks on black history and culture	___	___	___
e. educational films you can choose and watch anytime on your own	___	___	___
f. art exhibits to see when you want	___	___	___
g. music records and tapes to hear by yourself	___	___	___
h. tutors to help with reading and homework	___	___	___
i. discussion groups planned and led by young people	___	___	___
j. older children helping younger ones with their homework	___	___	___
k. a community newspaper produced by students	___	___	___
l. a group where a student could learn how to make his own movies	___	___	___
m. a photography club	___	___	___
n. a group called "creative dramatics" where he can act out his feelings	___	___	___
o. educational tapes and records to hear on your own	___	___	___
p. reference books like encyclopedias for homework	___	___	___
q. a quiet room to study in	___	___	___
r. a math club run entirely by students	___	___	___
s. a game room supervised by older students	___	___	___
t. a snack bar or food vending machines room	___	___	___

u. Are there any other children's activities you would like to see in the Center? (Interviewer: Write down what the subject says.)

10. Do you think from the discussion that we've been having, that you would be interested in visiting such a Center?

Yes_____ No_____ No Response/Don't Care_____

11. Would you want your children to use the Center?

Yes_____ No_____ No Response/Don't Care_____

(Interviewer: copy the answers to 10 and 11 below; then match that pattern against the directions for completing the interview.)

10 _____

11 _____

Pattern	Direction
10 No 11 No	Skip to 18, 19, and 20. Then terminate the interview.
10 No 11 Yes or no response	Continue with all questions to the end.
10 Yes or no response 11 Yes or no response	Continue with all questions to the end.
10 Yes or no response 11 No	Ask only Question 13, then Question 18 and all remaining questions to the end.

Now we'd like to ask you about running the Center, things like rules and regulations and hours the Center would be open.

12. We would like to know how you feel about borrowing books and other materials. If there were no fine or other penalty for losing or breaking something, would you allow (name of child) to borrow some things like:

	Yes	No	No Response/Don't Care
a. books	___	___	___
b. records	___	___	___
c. tape recorders	___	___	___
d. slide viewers	___	___	___

(Interviewer: Read each item and check response in appropriate column. If answer is "no", ask "why not?", but don't probe. Write reason here:)

13. We want this new Neighborhood Learning Center to be open at times when people can get to it. When are the best times for you to get to a place like this?

(Interviewer: Don't read these. Check responses in the "parent" column. If they don't fit exactly, write in after "other".)

Times	Parent	Child
a. mornings during the week	____	____
b. afternoons during the week	____	____
c. Saturdays during the day	____	____
d. Sunday during the day	____	____
e. holidays	____	____
f. evenings during the week	____	____
g. Saturday evenings	____	____
h. Sunday evenings	____	____
i. no response/don't know	____	____
j. other (specify)	____	____

14. Now what about (child's name). When do you think are the best times for him/her to get to the Center?

(Interviewer: Use the same list from question 13 and check responses in "child" column.)

(Interviewer: If any evening time is checked (f,g,h, bracketed above) do not ask questions 15 and 16.)

15. Would you allow (child's name) to come to the Center in the evening?

Yes _____ No_____ No Response/Don't Care_____

(Interviewer: If answer is "yes", do not ask question 16.)

16. Are there any special reasons why (child's name) could not get to the Center in the evenings?

(Interviewer: Write down what the subject says. Do not probe.)

(Interviewer: Ask Question 17 only if child is elementary school age.)

17. We want the Learning Center to be at a location which is easy for children to get to. How many blocks from here would you allow (child's name) to go by himself/herself to a Center such as the one we have been discussing?

(Interviewer: Do not read these. Check the response in the appropriate column.)

First, how many blocks would you let (child's name) go in the daytime?

(Interviewer: Pause, record response, then ask:)

How many blocks in the evening? (If the subject answers in terms of street name, ask "how far is that?")

	Daytime	Evening
a. same block only	_____	_____
b. 1-3 blocks	_____	_____
c. 4-6 blocks	_____	_____
d. 7-10 blocks	_____	_____
e. more than 10	_____	_____
f. other (specify)	_____	_____
g. No Response/Don't Care _____		

18. We're hoping the Learning Center will be of some help to your neighborhood.

Do you think there are any problems in your neighborhood?

Yes _____ No _____ No Response/Don't Care_____

(Interviewer: If "no", skip to question 21; if "yes", ask question 19 and 20.)

19. What do you think are the main problems in your neighborhood?

(Interviewer: Do not read these to the subject. If the answer fits into the categories below, check them off. If they do not fit, write what subject says after "other".)

a. crime, violence, safety	____	h. recreation	____
b. gangs	____	i. housing	____
c. drugs	____	j. transporation	____
d. police	____	k. racial tension	____
e. jobs/employment	____	l. library service	____
f. trash collection	____	m. don't know/no response	____
g. schools and education	____	n. other (specify)	____

20. Do you think a Neighborhood Learning Center can be helpful with these problems?

Yes _____ No_____ No Response/Don't Care_____

21. Do you think from the discussion we've been having, that you might like to help with the Center?

(Interviewer: If "yes", read question 21; if "no", terminate the interview.)

22. Here are some of the ways you might help with the Center. Would you be interested in any of these?

(Interviewer: Read list and check off after each response.)

	Yes	No	No Response/Don't Care
a. part-time employment	____	____	____
b. working with pre-school/ elementary school children	____	____	____
c. working with junior/senior high children	____	____	____
d. helping to fix up the Center	____	____	____
e. serving on a committee to help choose equipment	____	____	____

	Yes	No	No Response/Don't Care
f. serving on a committee to help decide what should be changed as time goes on	____	____	____
g. serving on a committee to help decide if the Center is being of help to students	____	____	____

h. Are there other ways you think you could help?

(Interviewer: Write down what the subject says.)

23. Would it be all right if we came back again in a few months to talk to you about how the Center is doing?

Yes _____ No_____ No Response/Don't Care_____

Thank you very much. You've been a great help. Now here are the questions I'm going to ask (child's name). You see we're only asking him/her about those different activities and about the times and places that would be convenient for him/her to come to the Center. Would you mind if I survey (child's name) alone?

(Interviewer: If the parent says yes, he or she would mind, interview the child in the parent's presence.)

Additional Comments by Interviewer:

Optional

ACTIVITIES PREFERENCE SURVEY

GSS/PSLP/9/71

Parent Interview Form

Identification Information

Child's name _____ Sex: M____ F____
last first

Child's school _____ Pub _____ Par____ Priv____

Child's grade _____ Child's age ____ handicap code _____

Adult's name _____ Sex: M____ F____
last first

Relationship to child _____ Tel. #_____

Address _____

Age of adult (do not ask, make best guess) Under 30_____ 31-44____

45-59_____ 60+_____

Code Number _____

Interviewer Information

Interviewer name _____

Date of interview _____

vist record

No.	Date	Time	Result*
1			
2			
3			

*Result code: F= finished
P= parent not home
C= child not home
X= no answer at door
R= refused (explain)

refused:

Who present at interview (check all that apply)

Interview conducted alone ____

With target child present ____

With other child present ____

With other adult present ____

Processing Information

	By	Date
Reviewed		
Coded		
On code sheets		

Adult Questionnaire

Introduction: (Interviewer: use the following introduction for adults.)

Hello. I'm (your name). We had an appointment to talk about the Neighborhood Learning Center that is being planned.

Did you receive a copy of this letter? (Show a copy of letter from sponsor.) Read it out loud to the subject.)

First, I'm going to ask you some questions about some things you might like to see in a Neighborhood Learning Center for yourself and for _____.
(child's name)

(Interviewer: If there are other people around, especially the child who is going to be interviewed, continue with the following statement.)

Is there some place we can sit down together along? This will take about half an hour. (If subject is hesitate or says there is not place to be along. Go ahead with interview.)

1. We need your help in planning this Neighborhood Learning Center. Here are some suggested activities. Would you be interested in any of these?

	Yes	No	No Response/Don't Care
a. family movie night	____	____	____
b. reference books like encylopedias	____	____	____
c. art exhibits to see when you want	____	____	____
d. reading classes for adults	____	____	____
e. guest speakers on topics of community concern	____	____	____
f. educational tapes and records to read on your own	____	____	____
g. books for fun	____	____	____
h. a group that reads plays together	____	____	____
i. parent meetings on how to help children with homework	____	____	____

	Yes	No	No Response/Don't Care
j. educational films you can choose and watch anytime on your own	____	____	____
k. "how-to-do-it" classes for adults	____	____	____
l. story hour for pre-school children	____	____	____
m. educational film series for the community	____	____	____
n. special learning materials for handicapped children	____	____	____
o. group discussions for parents of handicapped children	____	____	____
p. reading materials for parents of handicapped children	____	____	____
q. music records and tapes to hear by yourself	____	____	____

r. Are there any other things you would like to see in the Center?

(Interviewer: Write down what the subject says.)

2. Here are some of the special rooms that have been suggested. Would you be interested in having any of these in the Center?

(Interviewer: read the item and record the response before going on to the next item.)

	Yes	No	No Response/Don't Care
a. a room in which students can study, relax or read	____	____	____
b. a room where younger children can have fun and learn by using educational materials	____	____	____
c. a black history and culture area for adults and children	____	____	____

	Yes	No	No Response/Don't Care
d. a parents' interest and information area	____	____	____
e. a community meeting room	____	____	____
f. a snack bar or food vending machines	____	____	____

g. Are there any other kinds of rooms or areas you would like to see in the Center?

(Interviewer: Write down what the subject says.)

3. Would you be interested in having magazines in the Center that you could look at?

Yes _____ No_____ No Response/Don't Care_____

(Interviewer: If "yes", read question 4; if "no", skip to question 5.)

4. What magazines would you like to see in the Center?

(Interviewer: Write down the names of each magazines subject suggests.)

a. Magazine name:_____ _____

_____ _____

_____ _____

_____ _____

b. No Response/Don't Care _____

5. Would you be interested in having newspapers in the Center that you could look at?

Yes_____ No_____ No Response/Don't Care_____

(Interviewer: If "yes", ask question 6; if "no", skip to question 7.)

6. What newspapers would you like to see in the Center?

(Interviewer: Do not read this list. Check off newspaper name. Write others in.)

Afro-American	____	News	____	Other	_____
Bulletin	____	Night Life	____		_____
Inquirer	____	Tribune	____		_____
Muhammad Speaks	____			No Response/ Don't Care	_____

7. Now I'd like to ask you about some places here in your neighborhood that (child's name) might go. When (name of child) is not in class, to what places in the neighborhood does he/she go?

(Interviewer: Do not read these. Check category if it fits exactly. If answer does not fit, write down what the subject said in the space after "other".)

a. stay home	____	g. with relatives	____
b. school (for after-school activities)	____	h. with friends	____
c. playground	____	i. don't know/no response	____
d. YMCA	____	j. street	____
e. church	____	k. other (specify)	
f. library	____		

8. Where is "your neighborhood"? If there were a fence around your neighborhood, where would it be placed on all sides?

(Interviewer: If the subject answers by street name or numbers, write down each street name or number, and then in each case ask the person, "How many blocks is that from here?" and check appropriate column.)

a. Don't know, there is no neighborhood, no response _____

b.

	Street name or numbers	same block	1-3	4-6	7-10	10 or more
1.	_____	_____	___	___	___	_____
2.	_____	_____	___	___	___	_____
3.	_____	_____	___	___	___	_____
4.	_____	_____	___	___	___	_____

We are going to have some activities and materials for children with special learning problems. We'd like you to think about some of these things for _____. I'm going to read the list and ask you to comment on whether
(child's name)
you would like to have these activities in the Center. (Interviewer: Read each item; check the response in the appropriate column.)

	Yes	No	No Response/ Don't Care
a. a group writing stories and poems	____	____	____
b. storybooks	____	____	____
c. family movie night	____	____	____
d. talks on black history and culture	____	____	____
e. educational films he/she can choose and watch anytime alone	____	____	____
f. art exhibits to see when he/she wants	____	____	____
g. music records and tapes to hear alone	____	____	____
h. tutors to help with reading and homework			
i. discussion groups planned and led by young people	____	____	____
j. older children helping younger ones	____	____	____
k. a community newspaper produced by students	____	____	____
l. a group where a student could learn how to make his own movies	____	____	____
m. a photography club	____	____	____
n. a group called "creative dramatics" where he can act out his feelings	____	____	____
o. educational tapes and records to hear alone	____	____	____
q. a quiet room to study in	____	____	____
s. a game room supervised by older students	____	____	____
t. a snack bar or food vending machines room	____	____	____

u. Are there any other special activities you would like to see for _____ (child's name.) in the Center? (Interviewer: Write down what the subject says.)

10. Do you think from the discussion that we've been having, that you would be interested in visiting such a Center?

Yes_____ No_____ No Response/Don't Care_____

11. Would you want your children to use the Center?

Yes_____ No_____ No Response/Don't Care_____

(Interviewer: copy the answers to 10 and 11 below; then match that pattern against the directions for completing the interview.)

10 _____

11 _____

Pattern	Direction
10 No 11 No	Skip to 18, 19, and 20. Then terminate the interview.
10 No 11 Yes or no response	Continue with all questions to the end.
10 Yes or no response 11 Yes or no response	Continue with all questions to the end.
10 Yes or no response 11 No	Ask only Question 13, then Question 18 and all remaining questions to the end.

Now we'd like to ask you about running the Center, things like rules and regulations and hours the Center would be open.

12. We would like to know how you feel about borrowing books and other materials. If there were no fine or other penalty for losing or breaking something, would you allow (name of child) to borrow some things like:

	Yes	No	No Response/Don't Care
a. books	____	____	____
b. records	____	____	____
c. tape recorders	____	____	____
d. slide viewers	____	____	____

(Interviewer: Read each item and check response in appropriate column. If answer is "no", ask "why not?", but don't probe. Write reason here:)

13. We want this new Neighborhood Learning Center to be open at times when people can get to it. When are the best times for you to get to a place like this?

(Interviewer: Don't read these. Check responses in the "parent" column. If they don't fit exactly, write in after "other".)

Times	Parent	Child
a. mornings during the week	____	____
b. afternoons during the week	____	____
c. Saturdays during the day	____	____
d. Sunday during the day	____	____
e. holidays	____	____
f. evenings during the week	____	____
g. Saturday evenings	____	____
h. Sunday evenings	____	____
i. no response/don't know	____	____
j. other (specify)	____	____

14. Now what about (child's name). When do you think are the best times for him/her to get to the Center?

(Interviewer: Use the same list from question 13 and check responses in "child" column.)

(Interviewer: If any evening time is checked (f,g,h, bracketed above) do not ask questions 15 and 16.)

15. Would you allow (child's name) to come to the Center in the evening?

Yes _____ No_____ No Response/Don't Care_____

(Interviewer: If answer is "yes", do not ask question 16.)

16. Are there any special reasons why (child's name) could not get to the Center in the evenings?

(Interviewer: Write down what the subject says. Do not probe.)

(Interviewer: Ask Question 17 only if child is elementary school age.)

17. We want the Learning Center to be at a location which is easy for children to get to. How many blocks from here would you allow (child's name) to go by himself/herself to a Center such as the one we have been discussing?

(Interviewer: Do not read these. Check the response in the appropriate column.)

First, how many blocks would you let (child's name) go in the daytime?

(Interviewer: Pause, record response, then ask:)

How many blocks in the evening? (If the subject answers in terms of street name, ask "how far is that?")

	Daytime	Evening
a. same block only	_____	_____
b. 1-3 blocks	_____	_____
c. 4-6 blocks	_____	_____
d. 7-10 blocks	_____	_____
e. more than 10	_____	_____
f. other (specify)	_____	_____
g. No Response/Don't Care _____		

18. We're hoping the Learning Center will be of some help to your neighborhood.

Do you think there are any problems in your neighborhood?

Yes _____ No _____ No Response/Don't Care_____

(Interviewer: If "no", skip to question 21; if "yes", ask question 19 and 20.)

19. What do you think are the main problems in your neighborhood?

(Interviewer: Do not read these to the subject. If the answer fits into the categories below, check them off. If they do not fit, write what subject says after "other".)

a. crime, violence, safety	____	h. recreation	____
b. gangs	____	i. housing	____
c. drugs	____	j. transporation	____
d. police	____	k. racial tension	____
e. jobs/employment	____	l. library service	____
f. trash collection	____	m. don't know/no response	____
g. schools and education	____	n. other (specify)	____

20. Do you think a Neighborhood Learning Center can be helpful with these problems?

Yes _____ No_____ No Response/Don't Care_____

21. Do you think from the discussion we've been having, that you might like to help with the Center?

(Interviewer: If "yes", read question 21; if "no", terminate the interview.)

22. Here are some of the ways you might help with the Center. Would you be interested in any of these?

(Interviewer: Read list and check off after each response.)

	Yes	No	No Response/Don't Care
a. part-time employment	____	____	____
b. working with pre-school/ elementary school children	____	____	____
c. working with junior/senior high children	____	____	____
d. helping to fix up the Center	____	____	____
e. serving on a committee to help choose equipment	____	____	____

	Yes	No	No Response/Don't Care
f. serving on a committee to help decide what should be changed as time goes on	____	____	____
g. serving on a committee to help decide if the Center is being of help to students	____	____	____

h. Are there other ways you think you could help?

(Interviewer: Write down what the subject says.)

23. Would it be all right if we came back again in a few months to talk to you about how the Center is doing?

Yes _____ No_____ No Response/Don't Care_____

Thank you very much.

Additional Comments by Interviewer:

SURVEY OF STUDENTS AND THEIR PARENTS
IN THE PRIMARY SERVICE AREA*

SAMPLE DESIGN AND SIZE

1. PUBLIC SCHOOL STUDENTS

a. Total population: (residents of primary area; school district 1970-1971 figures)

	Elementary		Jr. High		Sr. High	
Grade:	1:	211	7:	171	10:	193
	2:	210	8:	193	11:	129
	3:	194	9:	190	12:	83
	4:	159		554		404
	5:	171				
	6:	171				
		1116			Total:	2,074

b. Sample population:

The sample has to fulfill the following requirements:

1. Representativeness should be around 10 percent.
2. No students under fourth grade can be included in sample.
3. No actual 12th grade students can be sampled; most of them will leave the school system before the center starts its full operation.
4. Sample size should be approximately proportional to the size of the 3 age groups (Elementary - Jr. High - Sr. High)

Taking into account these requirements, the following sample structure was agreed upon.

*The primary service area is bounded by Broad Street, 24th Street, Lombard Street, and Washington Avenue.

	Elementary		Jr. High		Sr. High
Grade: 4:	60	7:	30	11:	50
5:	50	9:	35		
	110		65		50

Total: 225

Within each grade, student names were drawn at random from all the area residents attending that particular grade. In order to limit the amount of administrative work, schools with less than 5 students in the sample were excluded, and their students were replaced by students randomly drawn from schools who had more than 5 of their students in the sample.

The following schools ended up being included in the sample.

Elementary:	Durham
	Pierce
	E. M. Stanton
	Greenfield
	Chester A. Arthur
Jr. High:	Barratt
	Audenried
Sr. High:	Benj. Franklin
	South Philadelphia High
	Edward Bok Vocational

In order to provide the interviewers with enough names so as to allow them to interview the required number of students, a backup list was drawn containing approximately three names for every two names in the sample.

2. PAROCHIAL SCHOOL STUDENTS

a. Total pupulation: (residents of primary area, 1971 figures)

	Elementary		Secondary	
Grade:	1: 59	Grade:	9: 20	
	2: 39		10: 22	
	3: 35		11: 19	
	4: 42		12: 15	
	5: 35		76	
	6: 26			
	7: 28			
	8: 30			
	274		Total: 350	

b. Sample population

With a representativeness of 10% the parochial school sample would only consist of about 35 studetns, too small a number. It was decided to include 75 parochial students; which would bring the ratio in the sample to 1 parochial school student for 3 public school students, which is close to the overall city ratio.

The sample was drawn from the same grades as in the public schools and was kept proportional to the number of students in the different age groups (Elementary and Secondary).

	Elementary		Secondary	
Grade:	4: 18	Grade:	9: 11	
	5: 18		11: 10	
	7: 18		21	
	54		Total: 75	

The primary target area is covered by four parishes, each having an elementary school. Two of these schools are within the bounderies of the area the other two are outside. High School students go to two schools outside the area.

Elementary Schools	Saint Charles
	Saint Anthony
	Saint Theresa
	Saint Peter Claver
Secondary Schools	Saint Maria Goretti High School
	Bishop Neumann High School

3. HANDICAPPED STUDENTS RESIDING IN THE PRIMARY SERVICE AREA

a. Total population:

Number of Students residing in the primary service area who are handicapped, by type of handicap, by school system:

Type of Handicap	Public	Parochial	Total
Retarded Educable	148	9	157
Retarded Trainable	10	-	10
Remedial Disciplinary	33	-	33
Emotionally Disturbed	5	-	5
Hearing Handicapped	1	1	2
Orthopedic Handicapped	1	-	1
Visually Handicapped	-	1	1
Total	198	11	209

b. Sample population:

It was decided to include 40 handicapped students in the sample. By far the largest group of handicapped students are Retarded Educable students going to Public Schools. Forty of these were choosen to be interviewed:

25 going to elementary schools

10 going to Junior High Schools

5 going to Senior High Schools

ACTUAL SAMPLE SIZE

At the final count, 325 interviews were completed, representing 95.6 percent of the projected size of the sample. The breakdown by grade and school system is given below. The numbers in brackets indicate the deviation from the projected sizes.

Grade	School System		
	Public	Parochial	Handicapped
4	58 (-2)	17 (-1)	
5	69 (-1)	17 (-1)	40 (0)
7	27 (-3)	16 (-2)	
9	36 (+1)	10 (-1)	
11	44 (-6)	11 (+1)	
	214 (-11)	71 (-4)	Total: 325 (-15)

Student Library Resource Requirements in Philadelphia

PHASE IV - STUDENT LEARNING CENTER

Community Survey of Students and Parents

Instructions for Interviewers

I. Training Session

An all-day training session will be held at the Christian Street YMCA on October 18, 1971, at which time the project and survey will be explained and interviewers will be trained.

II. Survey Materials

Within a week after the training session, the Research Center will provide each interviewer with a packet of materials. The packet will include:

1. Two lists of names, addresses and phone numbers of parents and children to be called for interviews. Call from the first list then fill in with names from the second list to complete the number required.

2. Two interview forms - the green one is for parents; the yellow one for students.

3. An identification card, signed by John Benford, Project Director.

4. A sample of the letters which school principals sent to the parents on the lists.

5. Invoices for weekly pay.

III. Timetable

Each interviewer will telephone parents to arrange for appointments beginning the week of October 25.

After the first three pair of interviews (parent and student) are completed, each interviewer should make arrangements with Mrs. Doris Hamilton to have the interview forms checked. If these are satisfactory, you will continue with further interviews. If the initial interviews are not satisfactory, you will not continue as an interviewer, but you will be paid for these three completed interviews.

After this trial period, interviewers will turn in their interviews and time sheets to Mrs. Hamilton every Friday. She will check them out and give you your next week's assignment.

We expect that each interviewer will have about 30 to 35 interviews to complete. We hope to complete this phase of the project within three weeks time from October 25.

IV. Payment

You will be paid $20 per completed set of interviews--a set includes one student and one parent. You will not be paid for incomplete interviews. Payment will be made by the School District. The Accounting Department has assured us that they will try to make payment within a week after the invoices are submitted to them. If you submit your invoice to Mrs. Hamilton on Friday, it will be hand-carried to the Accounting Department on the following Monday, and you should have your check one week later. Your check will be held by the Research Center in Park Towne Place - phone Lo 3-7223.

V. Whom to Call in Case of Problems

If you have problems or questions, call Doris Hamilton at Ev 2-8022. If you can't reach her, call Verna Shmavonian at Lo 3-7223 during the day (9am to 5pm). Do not call the School District or any of the principals.

COUNSELOR'S TELEPHONE, LO 3-4008 TELEPHONE, LO 7-7045

BENJAMIN FRANKLIN HIGH SCHOOL

BROAD AND GREEN STREETS

PHILADELPHIA, PA. 19130

October 20, 1971

Dear Parent:

This is to ask your cooperation in a survey of student learning and library needs. The survey is part of a project to develop a student learning center in the community. It will be sponsored by the public and parochial schools and the Free Library.

You may be asked to participate in the survey; if so, you will receive a telephone call in the near future from a member of the study staff to ask your permission for a short interview with you and . I hope that you will allow them to ask you some questions about learning and library materials. The person who interviews you will carry a letter of identification by John Benford who is in charge of the study.

Thank you for your help in this important survey.

Sincerely yours,

Rudolph Sukonick

Rudolph Sukonick
Vice Principal

VI. COMMUNITY ADVISORY BOARD

MEETING OF CO-SPONSORS

re:

Establishment of the Community Council

September 14, 1971

A G E N D A

1. Brief Progress Report

2. Plan for establishment of the Community Council

3. Consideration of physical facilities to house the Demonstration Center

4. Public Relations

TENTATIVE TIMETABLE FOR ESTABLISHING THE COMMUNITY COUNCIL

September 14 — Meeting of three representatives of co-sponsoring organizations

--Approve concept of the Community Council, its role and functions

--Determine the size and composition (by categories) of the Council

--Determine method for establishing the Council

--Agree on names of community representatives (and alternates) who would be invited to organize the Council

--Consider letter of invitation to community representatives and date for convening them

September 23 — Meeting of the Council invitees, the co-sponsors, the Project Consultant and staff

--Review the concept of the Community Council role and functions

--Discuss ways of bringing the Council membership up to the number agreed upon

--Consider names of additional members to be invited by the co-sponsors

--Decide upon a date and agenda for the first meeting of the full Council

Between October 7th and October 10th - Meeting of the full Council

Student Library Resource Requirements Project
September 14, 1971

Student Library Resource Requirements Project

PHASE IV - A NEIGHBORHOOD STUDENT LEARNING CENTER

Proposals for a Community Council

September 15, 1971

The Student Library Project has been in every phase a collaborative undertaking by the School District of Philadelphia, the Archdiocesan School system, The Free Library and the independent schools of Philadelphia. In Phase IV an inner city community will participate in the collaboration. The community will be represented by a community council which will be established according to Title III ESEA guidelines.

A. Purposes

1. To serve as the vehicle for free expression and discussion of community aspirations and needs with respect to the Learning Center.

2. To provide liaison and communication between the Learning Center and the community during the life span of the project.

3. To comply with Title III ESEA requirements that a community council be formed for the project.

B. Functions

The council's functions range across all areas of the project: community information and participation, program planning and program activities, evaluation, personnel, and a physical facility. Its role in each of these areas is spelled out in the succeeding paragraphs.

1. The council's major function is liaison with the community. It serves as a channel for airing the views of community residents about the Center, including complaints and suggestions for program improvements. It assists the Administrator and the Project Director in disseminating information about the Center's objectives, programs, etc.

2. The council reviews the assessment of needs for which each program is designed, and assists in determination of program priorities.

3. The council assists in project evaluation and advises on changes in program activities indicated by the evaluation.

4. The council advises the Administrator with respect to the establishment of criteria for selection of personnel and participates in the interviewing and screening of community personnel for the Center.

5. The council participates in the evaluation of suitable physical facilities to house the Learning Center and advises on selection of a facility.

C. Council Size and Composition

1. The council should be large enough to represent the major interests and groups in the community, but not so large as to be unwieldy. A council of from 15 to 20 members is recommended for this project. At least two places on the council should be left open for filling after the council is set up.

2. The major interests and groups which should be represented, according to Title III ESEA guidelines, are:

a. Students. Students are the focus of the project, and their voices are the most important of all. At least three to four students should be on the council.

b. Parents. Parental support for the education of their children is an accepted goal of our society. These, then, represent the second most important voices in the council. Moreover, the center will provide special activities designed to serve parents. At least three to four parents should be on the council.

c. Schools and Libraries. Since one of the major goals of the project is to bring about acceptable changes in existing school and public libraries, it will be most important to have on the council two to three community residents who are knowledgeable about schools and/or libraries.

d. Churches. There are more than 40 churches in the target community, and they play an important role in the lives of the residents, not only as religious institutions, but also as community organizations. For many of the residents, their church is the only community organization to which they belong. Clearly, the churches should be represented on the Council.

e. Community Action and Service Organizations. There are a number of these in the target community. They include such organizations as the Southwest Center City Community Council, the YMCA, the Rebound Health Center, the Anderson Recreation Center, and the Durham School. (Most of the churches also qualify for this category.) At least two representatives should be on the council.

f. Handicapped Persons. One of the goals of the Learning Center is to serve physically and mentally handicapped persons. Further, the Title III ESEA guidelines require that this group be identified and that a special program component be developed to serve them. At least one handicapped person or individual who works with the handicapped of this community should be included on the council.

g. Business, Labor and Professional Organizations. The generally more enlightened views of these organizations toward community involvement suggest that a representative of each be considered for the council. One from each group should be on the council.

D. Method for Establishing the Council

1. The method selected for establishing the council should be one which is a) democratic, i.e., permits spokesmen for the community to be involved in selecting the membership, and which b) allows some input by the co-sponsoring organizations and the Project staff, and which c) insures the kind of representation outlined above.

2. The purpose of the meeting on October 5, would be to arrive at decisions regarding the size and composition of the council. Hopefully, the individuals attending the meeting can reach a decision on names for the council.

E. Organizational Relationships (see attached chart)

1. The Research Center

a. Established in 1968 under the co-sponsorship of the School District, the Archdiocesan Schools, The Free Library, and independent schools to generate, administer, conduct, and evaluate research, joint planning, and demonstration activities outlined in the proposals funded by the U. S. Office of Education continuously since June, 1968.

b. Responsible for developing the goals and objectives of the project; for developing and implementing the plan and evaluation design in Phase IV for the Learning Center; for developing and evaluating joint planning activities in other areas of library service and joint planning; and for expenditures under the project budget under terms and policies established by the U. S. Office of Education and the School District.

c. Functions as a coordinating agency for developing and maintaining inter-agency cooperation and participation by the public, parochial, private schools and The Free Library in project activities. The coordinating function is extended to an inner city community, through a community council, in Phase IV.

d. Represents the co-sponsoring organizations in planning and implementing the Learning Center, in carrying out the evaluation design, and in relations between the sponsoring agencies, the community council, and the community.

e. The Research Center and the Project Director, specifically, are responsible for maintaining accountability to the co-sponsoring agencies and the U. S. Office of Education in compliance with the goals and plans set forth in the formal proposals under which the project has been funded.

2. The Inter-Agency Committee

a. The Inter-Agency Committee has functioned since 1968 as a coordinating body and liaison group to the project respresenting the co-sponsoring organizations. It has 35 members, representing the public, parochial, and private schools of Philadelphia, The Free Library, and the major colleges and universities in the city. Its membership includes students, parents, librarians, teachers, supervisory and administrative personnel.

b. The Inter-Agency Committee has supported and participated in the research and planning activities of the project. It will continue to represent the co-sponsoring organizations with the Research Center.

3. The Neighborhood Student Learning Center

a. Established as one of two major project purposes set forth in the official proposals accepted for funding by the U. S. Office of Education. It embodies the physical setting, staff, program activities, and collections required for implementation of the goals and objectives of the Phase IV of the Student Library Project.

b. Operates under the supervision of an Administrator appointed by and responsible to the Project Director for implementation of project objectives and policies.

c. Is responsible for programs, staffing, collections, and data collection to function within the scope of the overall plan to be developed for the Neighborhood Student Learning Center.

d. Staff and program activities are the responsibility of the Administrator. Changes in the governing plan for the Learning Center can be recommended by the Administrator, for approval by the Project Director.

4. The School District of Philadelphia

a. The School District is the recipient of the U. S. Office of Education grants for the project and is responsible for the expenditure of those funds in accordance with the

grant documents. It has delegated to the Project Director the authority and responsibility for initiating project expenditures, subject to the approval of School District officials, and within the budget established for the project. This delegated authority extends to the budget for the Learning Center program.

b. The School District is responsible for carrying out the requirement for an independent audit established by the U. S. Office of Education.

c. In cooperation with the Archdiocesan Schools, The Free Library and other supporting organizations, the School District maintains overall policy direction for the project. This cooperative policy direction is maintained both through direct contact with the Project Director and through the Inter-Agency Committee.

5. <u>The Archdiocesan Schools, The Free Library and Independent Schools</u>

a. These organizations have been co-sponsors of the project since its inception in 1968. They were co-sponsors of the proposals under which the fourth phase was funded, and continue as co-sponsors of the learning center and joint planning activities.

b. The Archdiocesan schools in the target community will participate, along with the public schools, in the Center's activities.

c. The Free Library will administer a special grant for the project by the Pennsylvania State Library from LSCA funds, the grant to be used for two positions in the Learning Center staff, development of an in-service training program, acquisition of some materials for the Center's collection, and renovation and rental costs of the physical facility. Responsibility for initiation of expenditures under the grant will be delegated to the Project Director

d. The independent schools of Philadelphia have participated in the project since its inception and continue as a co-sponsor of the learning center.

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
PARKWAY AT TWENTY FIRST STREET
PHILADELPHIA, PENNSYLVANIA 19103

MARK R. SHEDD
Superintendent of Schools

ROBERT L. POINDEXTER
Deputy Superintendent

PHILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

This letter was sent to: Rev. Lawrence Henry, Rev. George Vermeiren, Mr. George Dukes, Mr. William Morton and Mr. Robert L. Poindexter.

September 22, 1971

Mrs. Lorraine Goldsborough
919 South 17th Street
Philadelphia, Penna. 19146

Dear Mrs. Goldsborough:

We are very pleased to invite you to assist us in forming a Community Council for a proposed Student Learning Center in your community. The Council will be made up of 15 to 20 people who live or work in the community--students, parents, and representatives of schools, libraries, churches, the handicapped, business, labor and community organizations.

Could you meet with Jack Benford, Project Director, Charles Peguese, Center Administrator, Ron Hart, Community Relations Director, and several other community representatives on Tuesday, October 5 at 10:00 a.m. at the YMCA, 1724 Christian Street.

We are enclosing materials which outline some ideas about the proposed Neighborhood Student Learning Center. Preliminary planning is being undertaken by the Student Library Research Center and Learning Center staff under the co-sponsorship of the School District of Philadelphia, The Free Library, and the Archdiocese of Philadelphia.

We look forward to talking about this further with you and to hearing your ideas at our meeting.

Sincerely,

David A. Horowitz
Deputy Superintendent for Instruction
Philadelphia Board of Education

Paul F. Curran
The Rev. Paul F. Curran
Assistant Superintendent of Schools
Archdiocese of Philadelphia

Keith Doms
Director
The Free Library of Philadelphia

Encls.

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
PARKWAY AT TWENTY FIRST STREET
PHILADELPHIA, PENNSYLVANIA 19103

MARK R. SHEDD
Superintendent of Schools

ROBERT L. POINDEXTER
Deputy Superintendent

PHILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

JOHN Q. BENFORD
Project Director

THOMAS E. ENTENMANN
Senior Research Associate

LOWELL A. MARTIN
Consultant

RESEARCH CENTER
Park Towne Place, Room S-14
2200 Benjamin Franklin Pkwy.
Philadelphia, Pa. 19130
Tel. (215) 563-7223

MEMORANDUM

September 23, 1971

TO : Father Curran, Sister Mary Arthur, Miss Davis, Messrs. Doms, Horowitz, Poindexter, Rosica.

FROM : Jack Benford, Project Director

SUBJECT: Results of September 14, 1971 meeting on the Community Council

To summarize the results of our meeting on September 14, I believe we reached agreement on the following points:

1. The Community Council should be an advisory body, and it is important to emphasize this in a clear fashion in all of our exchanges with the Council, from the very beginning.

2. The Council should be representative of students, parents, schools and libraries, churches, community action and service organizations, handicapped persons, and business, labor and professional organizations.

3. The Council members should represent the target community and, therefore, should either live or work in that community.

4. The co-signers of the Title III proposal (minus the one who lives in the secondary service area) should meet with the Project Director and the Administrator and Community Relations Specialist of the Learning Center:

    1. To review the concept of the proposed Student Learning Center and the role and functions of the Council and
    2. To obtain agreement on the persons who will be invited to become members of the Council.

5. The words "demonstration", "experiment", "testing", and "media" should not be used in materials prepared for the community. The demonstration center shall be referred to as the "Student Learning Center."

In order to broaden the base of community representation at the meeting on the Council, we have invited Mr. Poindexter, Reverend Lawrence Henry, and Father George Vermeiren to join with Mrs. Goldsborough, Mr. Dukes, Mr. Morton and my staff. Those three gentlemen are highly respected residents of the target community.

Attached are the letter of invitation to the meeting and an abstract of our September 14th meeting materials.

cc: Cella
Hart
Hearn
Martin
Peguese

Philadelphia Student Library Project
LEARNING CENTER
October 5, 1971

A G E N D A

I. Welcome (John Q. Benford, Project Director)

   A. Brief description of the Project and its background

   B. Phase IV (the demonstration)

      1) Broad goals and objectives

      2) Value of the project to the Office of Education; its applicability to other communities

      3) Selection of the target community

II. Description of the Learning Center (Charles Peguese, Administrator)

   A. Segments of the community to be served

   B. Types of programs and activities planned for the Center

III. Community Involvement (Ron Hart, Community Relations Specialist)

   A. Project aim is to have a true expression of the community's needs and interests.

   B. Community Council will be the vehicle to represent the community's views, through the planning stage, and beyond the opening on programs and policies. Council will suggest new directions for programs, new programs and activities.

   C. Learning Center will continue to incorporate the interests, desires, and reactions of the community into its policies -- through the Council and through employees and volunteers who are residents of the community, and through the users of the Center.

IV. Conditions for Establishment of the Council (John Q. Benford)

   A. Office of Education guidelines and criteria regarding nature of Council and representation of various segments of the community.

   B. Agreement by co-sponsoring institutions on 9/14 regarding composition of the Council and method of selection of members.

V. Selection of Members of Council

VI. Plans for Meeting with Full Council

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
PARKWAY AT TWENTY FIRST STREET
PHILADELPHIA, PENNSYLVANIA 19103

MARK R. SHEDD
Superintendent of Schools

ROBERT L. POINDEXTER
Deputy Superintendent

PHILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

JOHN Q. BENFORD
Project Director

THOMAS E. ENTENMANN
Senior Research Associate

LOWELL A. MARTIN
Consultant

RESEARCH CENTER
Park Towne Place, Room S-14
2200 Benjamin Franklin Pkwy.
Philadelphia, Pa. 19130
Tel. (215) 563-7223

October 12, 1971

Miss Phyllis Bebee
740 Martin Street
Philadelphia, Penna. 19146

Dear Miss Bebee:

We are pleased to invite you to become a member of the Community Advisory Board for a proposed Student Learning Center, which will be located in your community. The Board will consist of approximately 20 people who live or work in the community: students, parents, and representatives of schools, libraries, churches, the handicapped, business and community organizations.

Could you meet with Jack Benford, Project Director; Charles Peguese, Center Administrator; Ron Hart, Community Relations Director; and several other staff members from the Learning Center on November 11 at 3:30 p.m. at the St. Charles Montessori School. At that time, the Board members can review the plans for the Center, elect officers, and schedule their meetings.

Materials are enclosed which outline some ideas being proposed for the Neighborhood Student Learning Center. Preliminary planning is being done by the Student Library Research Center and Learning Center staff under the co-sponsorship of the School District of Philadelphia, The Free Library, and the Archdiocese of Philadelphia.

We hope you will respond favorably to this invitation, and work with us to create a Learning Center which will begin to meet the needs of the community's students.

Sincerely,

The Rev. Paul F. Curran
Assistant Superintendent of Schools
Archdiocese of Philadelphia

David A. Horowitz
Deputy Superintendent for Instruction
School District of Philadelphia

Keith Doms
Director, The Free Library

Encls.

✓ JQB
— AH

E. M. STANTON SCHOOL
17th and CHRISTIAN STREETS
PHILADELPHIA, PENNSYLVANIA 19146

919 South 17th Street
Philadelphia, Pennsylvania 19146
October 13, 1971

The Reverand Paul F. Curran
Mr. David A. Horowitz
Mr. Keith Doms

Dear Sirs:

Thank you for your invitation to become a member of the Community Advisory Board for the proposed Student Learning Center. I accept your invitation.

You may expect me on November 11, 1971 at 3:30 p.m. in the Saint Charles Montessori School.

Your ideas concerning the proposed Learning Center were discussed at our Home and School Association last week. The parents seemed most receptive. The materials sent to me by Mr. Hart were passed out at that time; and hopefully, read carefully.

On behalf of this Community; the parents and most especially the children, thank you for picking our area to, "Help us - Help ourselves!"

Sincerely,
Lorraine Goldsborough
Mrs. Lorraine Goldsborough
President

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
PARKWAY AT TWENTY FIRST STREET
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November 4, 1971

MEMORANDUM

TO: Members of the Community Advisory Board, Student Learning Center (Philadelphia Student Library Project)

FROM: John Q. Benford, Project Director

SUBJECT: First Board Meeting, Thursday, November 11 at 3:30 p.m., St. Charles Montessori School, 1941 Christian Street

I am looking forward to meeting you at the first meeting of the Board on November 11th. At that meeting, project staff will outline the purposes and ideas for the Student Learning Center, and we hope that the Board will organize for its important role in the project.

I have enclosed an agenda for the meeting, as well as a set of suggested by-laws for your consideration. Also included is a list of the members of the Board.

November 11, 1971

Suggested Agenda

1. Background. Brief description of the project and the Learning Center - Jack Benford, Charles Peguese, Ron Hart.

2. Round-table discussion of role and functions of the Board

3. Consideration of proposed by-laws (approve or amend)

4. Nomination and election of officers

5. Determine schedule of meetings

6. Staff reports

   (1) community survey

   (2) publicity

   (3) program

   (4) site selection

   (5) report on Learning Center Objectives

   (6) other (as Board desires)

Revisions of Community Advisory Board
in its first meeting, November 11, 1971 November 11, 1971

PROPOSED COMMUNITY ADVISORY BOARD BYLAWS

ARTICLE I - NAME

The name of this organization shall be the Student Learning Center Community Advisory Board, hereinafter referred to as the "Board".

ARTICLE II - PURPOSE

The general purpose of this Board shall be: To provide liaison and communication between the Center and the community and to advise, review, and make recommendations on all matters related to its operation.

ARTICLE III - MEMBERSHIP

SECTION 1. Eligibility and Number

A body of approximately twenty one (21) persons, all of whom reside, work, or evidence interest in the Christian Street Community.

SECTION 2. Classes

The Board shall be broadly representative of the community, including students, parents, community organizations, civic and religious groups, educators, individuals and representatives of the handicapped, as specified in the Office of Education Guidelines.

SECTION 3. Selection

Several community representatives who co-signed the application to the U. S. Office of Education and several other community residents were asked by the co-sponsoring institutions to meet and to agree upon a list of approximately twenty (20) persons, and alternates, who were subsequently invited to serve on the Community Advisory Board. When the terms of 10 of the original members expire new members shall be elected by the remaining members, and that procedure shall be followed thereafter.

SECTION 4. Tenure

The terms of the Board members shall be staggered. Ten (10) members of the Board shall serve a term of one year beyond June 14, 1972, and the other eleven (11) shall serve a term of two years beyond June 14, 1972 (to be consistent with the dates of grant renewal). All terms thereafter shall be for two years. Length of initial term shall be determined by random selection.

ARTICLE IV - OFFICERS

SECTION 1. Every member of the Board shall be eligible for office, and all officers of the Board shall be selected from the Board membership. There shall be a Chairman, a Vice-Chairman and a Recording Secretary.

SECTION 2. The term of all officers shall be one (1) year, with the exception of the first permanent officers who shall serve until June 1', 1973. Officers may succeed themselves.

SECTION 3. Nomination and Election of Officers

(A) Election shall be by ballot. Each Board member shall receive a blank ballot on which to record his or her choice. The Winner shall be determined by the majority of those present and voting.

The Secretary pro tem will collect, tabulate and announce the results of the election.

SECTION 4. Vacancies - A special election shall be held to fill any vacant office. At least 30 days written notice of such election shall be given to all members of the Board.

SECTION 5. Duties of Officers -

(A) Chairman - Presides at all meetings, appoints members to standing committees. Acts as a spokesman of the Board when talking to the community.

(B) Vice Chairman - Acts in the absence of the Chairman. Becomes Acting-Chairman if the chair becomes vacant for any reason, pending a special election.

(C) Recording Secretary - Records all actions of the Board through the minutes. Calls role when necessary. Keeps Bylaws, reference files and assists the Chair in preparation of each agenda. In the event either the Chairman or the Vice-Chairman can not attend a meeting, the Secretary shall call the meeting to order and ask for nominations for a Chairman Pro Tem.

(D) Pro Tem Officers - (organizational) The appointed Board members shall choose from their ranks a temporary Chairman and a Secretary. The temporary Chairman shall initiate the election of the permanent officers.

ARTICLE V - MEETINGS AND QUORUMS

SECTION 1. Regular Meetings - Board meetings shall be held once each month (date and time to be specified), unless the Board itself waives a meeting.

SECTION 2. Executive Meetings - Officers shall meet once each month prior to regular Board meeting (date and time to be specified).

SECTION 3. Special Meetings - Special meetings of the Board or of a committee may be called by the Chairman or Administrator for a specific reason. Board members must receive advance notice. Board members may also call special meetings by a request of one third (1/3) of their number for a specific purpose.

SECTION 4. Quorum - A simple majority shall constitute a quorum.

SECTION 5. Voting - A simple majority of those present shall pass a motion.

ARTICLE VI - COMMITTEES

SECTION 1. Appointment - Members of Committees shall be appointed by the Chairman, except for the Executive Committee. Members of committees shall serve at the pleasure of the Board.

SECTION 2. Executive Committee - The Executive Committee shall consist of the officers of the Board and the administrator. Any action of the Executive Committee shall be reported for ratification at the next meeting of the Board and, if indicated, may be reported sooner by mail; a simple majority of the members of the Committee shall constitute a quorum.

SECTION 3. Budget Matters - The Executive Committee shall review budget proposals relating to the Learning Center and shall make recommendations to the Administrator and the Project Director.

SECTION 4. Personnel Matters - The Executive Committee shall serve as the personnel committee of the Board. While the Administrator shall be responsible for all specific personnel actions - hiring, promotion, salary increments, discharge - he shall report all such actions to the Executive Committee. The personnel policies and procedures of the Philadelphia Board of Education shall apply to the Center. Where their application to the Center involves interpretation or more detailed policies and procedures, the Administrator shall submit such policies and procedures to the Executive Committee for its advice and recommendations.

SECTION 5. Special Committees - Other committees shall be formed if deemed necessary by the Chair and/or Board. Members shall be appointed by the Chair for a specific term.

ARTICLE VII
PARLIAMENTARY AUTHORITY

For procedures not covered in the Bylaws of the Board, Robert's Rules of Order shall be the authority.

ARTICLE VIII - AMENDMENTS

These Bylaws may be amended at any regular meeting of the Board by a constitutional majority. Notice of such amendment will be given in writing to all Board members at leat one regular meeting prior to the meeting at which the proposed amendment is to be considered for adoption.

November 22, 1971

Further Revisions by Staff, for Consideration of the Board

ARTICLE I - NAME

The name of this organization shall be the Student Learning Center Community Advisory Board, hereinafter referred to as the "Board". The Student Learning Center is hereinafter referred to as the "Center".

ARTICLE II - PURPOSE

The general purposes of this Board shall be: To provide liaison and communication between the Center and the community and to advise, review, and make recommendations on all matters related to the Center's operation.

ARTICLE III - MEMBERSHIP

SECTION 1. Number and Qualifications

The Board shall consist initially of twenty-one (21) persons, all of whom shall live, work or evidence interest in the Christian Street Community.

SECTION 2. Representation

The Board shall be broadly representative of the community, including students, parents, community organizations, civic and religious groups, educators, individuals and representatives of the handicapped, as specified in the Office of Education Guidelines.

SECTION 3. Selection

Several community representatives who co-signed the application to the U. S. Office of Education and several other community residents were asked by the co-sponsoring institutions to meet and to agree upon a list of approximately twenty (20) persons, and alternates, twenty-one of whom were subsequently invited to serve on the Community Advisory Board. When the terms of ten of the original members expire new members shall be elected by the remaining members, and that procedure shall be followed thereafter.

ARTICLE IV - OFFICERS

SECTION 1. Eligibility

Every member of the Board shall be eligible for office, and all officers of the Board shall be selected from the Board membership. There shall be a Chairman, a Vice-Chairman and a Recording Secretary.

SECTION 2. Term

The terms of all officers shall be one (1) year, with the exception of the first permanent officers who shall serve until June 14, 1973. Officers may succeed themselves.

SECTION 3. Nomination and Election of Officers

Election shall be by ballot. Each Board member shall receive a blank ballot on which to record his or her choice. The Winner shall be determined by majority vote of those present and voting.

The Secretary pro tem will collect, tabulate and announce the results of elections.

SECTION 5. Duties of Officers

(A) Chairman - Presides at all meetings. Appoints members to all standing committees, except the Executive Committee. Acts as a spokesman of the Board when talking to the community.

(B) Vice Chairman - Acts in the absence of the Chairman. Becomes Acting Chairman in the event of a permanent vacancy in the office of Chairman, pending a special election to fill the Chair.

(C) Recording Secretary - Records all actions of the Board through the minutes. Calls role when necessary. Keeps Bylaws, reference files and assists the Chair in preparation of each agenda. In the event either the Chairman or the Vice-Chairman can not attend a meeting, the Secretary shall call the meeting to order and ask for nominations for a Chairman pro tem.

(D) Pro Tem Officers - (organizational) The appointed Board members shall choose from their ranks a temporary Chairman and a Secretary. The temporary Chairman shall initiate the election of the permanent officers.

ARTICLE V - MEETINGS AND QUORUMS

SECTION 1. Regular Meetings

Shall be held once each month on a date and at a time and at a place to be specified in advance, unless the Board itself waives a meeting.

SECTION 2. Executive Committee Meetings

Officers shall meet once each month prior to the regular Board meeting, on a date and at a time and place to be specified in advance.

SECTION 3. Special Meetings

Special meetings of the Board or of a committee may be called by the Chairman or Administrator for a specified reason. Board members may also call special meetings by a request of at least one-third (1/3) of their number. Board members shall be given advance written notice, and the notice shall specify the item or items to be considered at the meeting. All actions taken at a special meeting shall be reported at the next regular Board meeting.

SECTION 4. Quorum

A simply majority shall constitute a quorum.

SECTION 5. Voting

A simply majority of those present shall pass a motion.

ARTICLE VI - COMMITTEES

SECTION 1. Members of Committees shall be appointed by the Chairman, except for the Executive Committee. Members of committees shall serve for a specific term and shall not be removed by the Chairman without the consent of the Board.

ARTICLE VIII - AMENDMENTS

These bylaws may be amended at any regular meeting of the Board by a majority vote of the entire Board. Notice of such amendment shall be given in writing to all Board members at least one regular meeting prior to the meeting at which the proposed amendment is to be considered for adoption.

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
PARKWAY AT TWENTY FIRST STREET
PHILADELPHIA, PENNSYLVANIA 19103

MARK R. SHEDD
Superintendent of Schools

ROBERT L. POINDEXTER
Deputy Superintendent

PHILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

JOHN Q. BENFORD
Project Director

THOMAS E. ENTENMANN
Senior Research Associate

LOWELL A. MARTIN
Consultant

RESEARCH CENTER
Park Towne Place, Room S-14
2200 Benjamin Franklin Pkwy.
Philadelphia, Pa. 19130
Tel. (215) 563-7223

December 2, 1971

From: Clifton J. Williams
Chairman pro tempore

To: All Board Members

Dear Fellow Board Member:

Last month at the initial meeting of the Community Board the broad-based objectives of the Philadelphia Project were explained. More important, however, is the function which you and I can serve in determining the lives of our children.

The only way to have an effective board is to have viable, dynamic leadership coupled with a Board composed of people who CARE. We must CARE.

The mantle of responsibility has been draped around our collective shoulders and the success or failure of this Program lies within our scope.

On behalf of Mrs. Goldsborough, Secretary pro tempore, and myself I wish to thank each of you for the confidence you evidenced in our ability.

On behalf of the children and youth who will be affected by this Program, I wish to thank you for the time and energy that you are devoting to make this activity productive.

This months' meeting will be held Thursday, December 9, 1971, at the St. Charles Montessori School Building, 1921 Christian St., Phila., at 3:30 P.M.

Finally, if we all arrive on time, and get started promptly, I promise that the business before us will be disposed of as expeditiously as possible.

Enc.: Minutes of last meeting.
Agenda for this meeting.

Sincerely,
Clifton J. Williams
Clifton J. Williams

Minutes of the First Meeting of the Community Advisory Board

November 11, 1971

Present: Miss Alexander, Mr. Dukes, Mrs. Ferree, Mrs. Goldsborough, Mrs. Jackson, Mrs. Littlejohn, Mr. Poindexter, Mr. Robbins, Mrs. Rigby (for Mrs. Sims), Mr. Scott, Mrs. Streat, Rev. Vermeiren, Miss Waechter, and Mr. Clifton Williams.

Present for the Library Project: Mr. Cella, Mrs. Hearn, Mr. Benford, Mr. Peguese, and Mr. Hart.

The first meeting of the Community Advisory Board was held at St. Charles Montessori School at 1947 Christian Street, Philadelphia. The meeting was called to order at 3:30 p.m. by Jack Benford, Project Director of the Philadelphia Student Library Project. Mr. Benford welcomed the Board members to the first meeting on behalf of the co-sponsoring institutions (The Free Library, the Archdiocese, and the School District of Philadelphia.)

Mr. Benford introduced the non-Board members: Charles Cella, Director of Government Studies and Systems (the independent research firm which is under contract to the School District to conduct the Library Project); Anne Hearn, Executive Assistant; Charles Peguese, Administrator of the Learning Center; and Ron Hart, Community Liaison Coordinator.

Mr. Benford then described the project briefly: how it began, the research phase, plans for a Learning Center, and the organization of the Project. He stressed the importance of collaboration by the involved groups - the U. S. Office of Education, public, parochial and private schools and The Free Library, The Research Center, and now the Christian Street Community. He noted that the CAB will be advisory to the Learning Center, and that the Interagency Committee is advisory to the total project. Mr. Benford then turned the meeting over to Mr. Peguese.

Mr. Peguese spoke briefly about the Learning Center: how it will function, whom it will attempt to serve, and what sort of atmosphere will prevail. He said that it will be informal and relaxed, and that it is hoped that students will want to come to the Learning Center. He said that books would represent approximately half of the collections and the other half would be made up of audio-visual materials. Professional staff will be available in the Center to aid the students in any way that seems appropriate.

Mr. Peguese asked Mr. Hart to make a few comments on community participation. Mr. Hart described how the community was selected and mentioned that a community survey is presently being conducted to ascertain the community's interests and preferences for various programs and activities. Results will be analyzed and reported at the earliest opportunity. Mr. Hart said that the Community Advisory Board is an essential element of the Project's concept of a Learning Center. The Learning Center will depend on that body to represent the views and feelings of the community about the programs to be offered by the Center.

Mr. Peguese then suggested that the group review together the purposes and functions of the Community Advisory Board as they were listed in Proposals for a Community Council (dated September 15, 1971) which had been sent to each Board member with the invitation to serve on the Board.

There was general agreement that the purposes of the Board are:

1) to serve as a vehicle for free expression and discussion of community aspirations and needs with respect to the Learning Center
2) to provide liaison and communication between the Learning Center and the community throughout the project
3) to comply with ESEA guidelines.

Likewise, there was general agreement regarding the Board's functions:

1) It will communicate to the Learning Center staff the views of the community about the Center, including complaints and suggestions. It will assist the Administrator and Project Director in disseminating information about the Center's objectives, programs, etc.
2) It will review assessment of needs for which each program is designed, and assist in determination of program priorities.
3) It will assist in project evaluation and advise on changes in program activities indicated by the evaluation.
4) It will advise the Administrator re criteria for selection of personnel and participate in the selection of community personnel for the Center.
5) It will participate in the evaluation of suitable physical facilities to house the Learning Center and advise on selection of a facility.

There was considerable discussion regarding the limitation of the Board's authority. Mr. Benford said that he as the Project Director is responsible for meeting requirements and deadlines of the Office of Education. It was agreed that the Board's position on any matter would be given much weight and that every effort would be made to achieve consensus and to avoid conflict. It was emphasized that the Board's opinions would be very important to the staff in every decision regarding operation of the Learning Center.

The Board inquired about the powers of a community advisory board as they had been elaborated in the guidelines of Title III ESEA. The staff agreed to provide copies of those portions of the guidelines for the Board.

The Board then moved to a discussion of the proposed by-laws which had been drawn up by the Project Staff. Several of the articles were approved as written; others were revised, and certain sections were to be redrafted by the staff. It was the consensus that the bylaws should be passed as a whole

when the agreed-upon revisions are made and when the Board is satisfied with the them. A copy of the revised by-laws is attached.

The Board then elected temporary officers. Mr. Clifton Williams was elected Chairman Pro Tem, and Mrs. Lorraine Goldsborough was elected Secretary Pro Tem.

It was agreed to hold all remaining business until the next meeting on December 9.

The meeting was adjourned at 5:30 p.m.

Respectfully submitted

Mrs. Lorraine Goldsborough

Secretary Pro Tem

Community Advisory Board

Student Learning Center

A G E N D A

December 9, 1971

1. Minutes

2. Resume of Project Activities

   a. brief description of kinds of staff reports to be scheduled in future meetings

   b. detailed staff report on facility for Learning Center

3. By-laws

4. Election of Permanent Officers

5. News release and Logo

Minutes of the Second Meeting of the Community Advisory Board

December 9, 1971

Present: Mrs. Dexter, Rev. Gallup, Mrs. Goldsborough, Mrs. Littlejohn, Mrs. I. Jackson, Mr. R. Lewis, Mr. Poindexter (by proxy), and Mr. Scott (by proxy), Mrs. Streat, Rev. Vermeiren, Mr. Clifton Williams, and Mr. E. Williams.

Present for the Library Project: Mr. Benford, Mr. Cella, Mr. Hart, Mrs. Hearn, and Mr. Peguese

The second meeting of the Community Advisory Board was held at St. Charles Montessori School at 1947 Christian Street, Philadelphia, December 9, 1971, at 3:30 p.m. Mr. Clifton Williams, Chairman Pro Tem, opened the meeting with a quorum of members present.

Copies of the minutes of the first meeting had been mailed to all members, and Mr. Williams asked for a motion from the floor accepting them. The minutes were accepted by title.

Mr. Benford gave a resume of activity at the Project since June 15, 1971. The major part of the staff for the Learning Center has been assembled. Several positions still remain to be filled. The Project Objectives are detailed and comprehensive, and it was decided to postpone their outlining until a later meeting. Program activities are being developed and planned in keeping with the declared objectives. An evaluation design is being prepared to measure the success of the Center's program. The statement of objectives has been submitted to the Office of Education, and the evaluation design will be presented for approval.

Mr. Williams met with Mr. Benford, Mrs. Hearn and Mr. Peguese last week

to determine the agenda for this meeting and to discuss which items have highest priority for discussion by the Board. Mr. Williams said that the success of the Center will be based on the image of the Center that the Board projects to the community. Mr. Williams reported that they had a lengthy discussion regarding the role of the Board in the Center's activities, and that he is satisfied that the Board will play a major role in planning the Center's activities.

The members were given a list of criteria and a list of the sites investigated, some of which had been checked by architects of the School District of Philadelphia and the Free Library. Several provided inadequate space, but, in most cases, the cost of renovation would be prohibitive. Specifications were distributed to the members on the two sites most recently examined; one is the YWCA at 16th and Catherine Streets, and the other is the St. Charles Borromeo Community Hall at 20th and Christian Streets.

There was discussion about the St. Charles Community Hall. Father George Vermeiren was given the opportunity to leave the room during the discussion. It was noted that the air conditioning system needed adjustment. Rev. Gallup felt that this problem should be left in the hands of the staff who will draw up the lease. The concensus was that the St. Charles facility is clearly the best available to the Learning Center. Rev. Gallup then made a motion that the steps necessary to the acquisition of those portions of the building described in the specifications be set in motion. The motion was seconded and carried unanimously by the members present. Mr. Williams then advised those present that according to the terms of the grant from the United States Office of Education, the Center must have a site by December 15. He also referred to a report from William Krupinsky, Design Supervisor for The School District of Philadelphia, which supports the choice of St. Charles Borromeo Community Hall as a site for the Learning Center.

Mr. Williams referred further amendments to the by-laws to the new administration pending election of permanent officers.

Mr. Williams then opened the subject of electing permanent officers for the Community Advisory Board. As the nominations for permanent officers began, Mr. Williams requested that the doors be locked. He took a seat with the general membership in order to participate in the voting. Rev. Gallup nominated Mr. Clifton Williams for Chairman. It was seconded and as no other nominations were forthcoming, nominations were closed. A voice vote was taken. It was a unanimous "Yes" for Mr. Williams as Chairman. Mr. Williams then took the "Chair" legally to finish conducting the election. Rev. Gallup was nominated for Vice chairman. This was seconded and when no other nominations were forthcoming, the nominations were closed. A unanimous "voice" vote made Rev. Gallup Vice chairman. A question was raised as to the nomination of members not present at the meeting. Mr. Williams stated that it is customary to nominate only those members present in order to give nominees the option to accept or to decline. The nominations continued with Mrs. Goldsborough being nominated for Recording Secretary. Her nomination was seconded and with no others, the members present voted unanimously for Mrs. Goldsborough. Mr. Williams asked Father George to come to the front of the meeting and cast three unanimous ballots for the three officers elected. The ballot was then presented to Mr. Peguese who acted as Election Teller.

Mrs. Hearn gave all members present a copy of a draft of a news release announcing the formation of the Community Advisory Board and election of permanent officers. It would be sent out to all area daily newspapers - The Evening Bulletin, The Philadelphia Inquirer, The Philadelphia Tribune, Daily News. It will also be sent to neighborhood newspapers including the South Philadelphia American and the South Philadelphia Review West.

Mr. Williams then asked Mr. Lewis to bring in suggestions for a name for the Learning Center. He was requested to contact and work with the students on the Community Advisory Board as well as with other students from the YMCA. Mrs. Hearn offered to share with Mr. Lewis and the students the suggestions that have come from the staff and from Frank Stephens, graphics consultant.

Mr. Williams asked that the names of the 21 board members be mentioned in the News Release.

Mr. Williams mentioned that the children are the first concern of the Board, and the adults come second. If the adults show the children their confidence and expect great things of them, they will live up to those expectations. Everyone was asked to start talking about the Center in the community.

Mr. Williams thanked the members for Mrs. Goldsborough and for himself for the trust placed in them.

The meeting was adjourned at 4:30 P.M. with the designated date for the next meeting as Thursday, January 13, 1972, 3:30 P.M.

Have a pleasant holiday.

_____

Mrs. Lorraine Goldsborough

Philadelphia Student Library Project — February, 1972

COMMUNITY ADVISORY BOARD

Clifton J. Williams, Chairman

Alexander, Rita (Miss) 1230 Bonsall Street Philadelphia, Pa. 19146	HO 8-5602	Student
Bebee, Phyllis (Miss) 740 Martin Street Philadelphia, Pa. 19146	KI 6-7549	Student
Dexter, Florence (Mrs.) 715 S. Mole Street Philadelphia, Pa. 19146	PE 5-2306	Services for Handicapped
Dukes, George T. 1831 Fitzwater Street Philadelphia, Pa. 19146	KI 6-2700 PE 5-9458 (home)	Community Org.
Ferree, Geraldine (Mrs.) 1838 Christian Street Philadelphia, Pa. 19146	KI 5-0831	Parent
Fowler, Joel 522 S. 18th Street Philadelphia, Pa. 19146	KI 5-3732	Student
Gallup, The Rev. Cecil D. Holy Trinity Baptist Church 1816-24 Bainbridge Street Philadelphia, Pa. 19146	KI 5-1693	Church
Henry, The Rev. Laurence Union Baptist Church Fitzwater and Martin Streets Philadelphia, Pa. 19146	PE 5-7273	Church
Goldsborough, Lorraine (Mrs.) 919 South 17th Street Philadelphia, Pa. 19146	732-0289	School/Parent
Jackson, Isma (Mrs.) 2430 Carpenter Street Philadelphia, Pa. 19146	KI 5-5626	School/Parent
Lewis, Robert F. Youth Director YMCA of Christian Street 1724 Christian Street Philadelphia, Pa. 19146	PE 5-5887	Community Org.

COMMUNITY ADVISORY BOARD

Littlejohn, Rebecca (Mrs.) 1019 S. 19th Street Philadelphia, Pa. 19146	PE 5-1941 (School)	Parent/School
Poindexter, Robert L. 733 S. 21st Street Philadelphia, Pa. 19146	448-3672 KI 5-6340 (home)	School
Scott, George A. Chief of Real Estate Evaluation School District of Philadelphia Administration Bldg., Room 902 Philadelphia, Pa. 19103	448-3631	Business/School
Robbins, John 1807 Montrose Street Philadelphia, Pa. 19146	KI 5-0951	Student
Sims, Mame (Mrs.) Director YWCA 756 S. 16th Street Philadelphia, Pa. 19146	KI 5-2020	Community Org.
Streat, Algie (Mrs.) 1409 S. 18th Street Philadelphia, Pa. 19146	HO 8-4346 (home) MU 6-9700 ext. 26291	Library
Vermeiren, The Rev. George R. Pastor St. Charles Borromeo Church 902 South 20th Street Philadelphia, Pa. 19146	PE 5-0600	Church
Waechter, Erika (Miss) Child Guidance Clinic 1700 Bainbridge Street Philadelphia, Pa. 19146	KI 5-1836	Community Org.
Williams, Clifton J. 2141 Montrose Street Philadelphia, Pa. 19146	985-1440	Parent
Williams, Eddie 2129 Kater Street Philadelphia, Pa. 19146	KI 5-3451	Parent

VII. THE FACILITY

Criteria to Guide Project Staff in Selection of a Facility for the Student Learning Center

1. Location

   1.1 The facility should be situated as close as possible to the geographic center of the primary service area (the center is 19th and Catharine).

   1.2 It should be on a major, well-lighted street.

   1.3 It should be adjacent or near to other facilities or institutions which have a positive image in the community.

2. Space - amount and layout

   2.1 The facility should contain at least 10,000 square feet of floor area (total). Somewhat less than 10,000 square feet will be acceptable if there is assurance that additional space will be available before December, 1972.

   2.2 The area should be allocable into office space, storage space, program areas (quiet areas and group areas) without extensive renovations.

   2.3 Adequate toilet facilities for both sexes should be provided in locations permitting good supervision.

3. Exits and stairways

   3.1 There should be ample exits from the area used by the students and other center clientele. They should meet the safety standards of the Philadelphia Fire Marshall's office.

   3.2 Stairways should be well-lighted and have adequate railings.

4. General physical condition

   4.1 The area to be used for the learning center should be attractive and inviting. The building in which the area is located should not be unattractive or deteriorated.

   4.2 Floors, walls, stairways, windows and ceilings should be in good repair.

4.3 Heating and ventilation, plumbing, and electrical facilities should be in good working condition.

4.4 Renovations required to meet the criteria in 4.1, 4.2, and 4.3 must conform to the requirements established for the L.S.C.A. grant (i.e., major or permanent renovations are not permitted).

5. Security

5.1 Ordinary security measures (locks, lighting, safety screens on ground level windows, etc.) should be provided.

5.2 If conditions require special security measures (watchman, etc.), these should be guaranteed before a rental agreement is consummated.

Philadelphia Student Library Research Project

PHASE IV - Student Learning Center

Buildings in the Community(*) which were examined as possible sites for the Learning Center

Building	Location	Reason Not Acceptable
Ridgeway Library	Broad and Christian	Cost of renovation prohibitive
Allen Building	17th and Bainbridge	Cost of renovation prohibitive
Musicians Union Building	Broad, between Christian and Carpenter	Cost of renovation prohibitive
YMCA	Christian, between 17th and 18th	No space. Building to be demolished
YWCA	16th and Catharine	Insufficient space. All on 3rd floor
Former police station building	Fitzwater between 19th and 20th	Cost of renovation prohibitive
Former laudromat building	18th and Christian	Cost of renovation prohibitive
Former fire station building	South Street	Cost of renovation prohibitive
Community Building, Tindley Temple, M.E. Church	Broad, between Fitzwater and Catharine	Insufficient space
Children's Hospital	18th and Bainbridge	No space available
Anderson Recreation Center	17th and Catharine	Insufficient space
Prefabricated classroom modules (School District)	To be erected on School District property	Modules not available
Shiloh Baptist Church	21st and Christian	Space not available except on Saturdays

Building	Location	Reason Not Acceptable
Western Community House (Diversified Community Services)	1613 South St.	No space available
Philadelphia Elks Center	16th and Fitzwater	No space available
Governor's Information Center	19th and South	Insufficient space
ARA Building	24th and Lombard	Unsatisfactory location
Amalgamated Clothing Workers Bldg.	South, between 21st and 22nd	No space available
Marine Corp Bldg.	Broad and Washington	No space available
Durham School	16th and Lombard	No space available

Note: In addition to the above facilities, a number of other possibilities, including vacant houses and garages, were considered, but were deemed unsuitable either because of renovation costs or insufficient space.

Information on St. Charles Borromeo Community Building, provided by Rev. George Vermeiren, Pastor 12/1/71

1. Space

   a. Lower level - approx. 8,000 square feet
   includes: open area and lounge area, six meeting rooms along Christian Street (partition in room A may be removed). Two rooms (F and G) along Webster Street wall. Room F would be made available for equipment and supply storage. Room G is the Scout meeting room; it consists of an open area and five cubicles, large enough for private tutoring and/or counseling.

   b. Second floor office rooms (#13 and #14), approx. 1290 square feet.

2. Exits

   a. Lower level - there are three exits directly to street level - the main entrance (Exit A) has an upper and street level exit. Exits meet Fire Marshall's standards.

   b. Second floor office space - two exits.

3. Lavatories

   a. Lower level - one men's room, one ladies' room off main area, easily accessible and easy to supervise.

   b. Second floor - one men's room, one ladies' room approximately 60 feet from office rooms (end of hallway, same level).

4. General Conditions

   a. Lighting, heating, ventilation and plumbing are in good operating condition in all areas.

5. Renovations Needed

   a. Plastering - none.

   b. Painting - second floor office rooms, walls only, 2,000 square feet.
   basement - Room D walls only, 1,000 square feet.

   c. Floor covering - all floors are "Master plate" concrete, and in good repair. Room D has wall-to-wall carpeting. Some floor covering may be desirable in other areas to be designated for special use.

d. Other - possible removal of partition in Room A.
possible renovation of Exit B, so as to provide a more attractive and functional entrance into the Learning Center, separate from other activities which will take place in same building (traffic for 90% of other activities used Exit A).

6. Security

a. The building is considered secure when not occupied provided that the last occupants securely lock all doors, including those leading into rooms, hallways and exits.

b. During the hours when the Learning Center is in operation, it is recommended that, for security purposes, a person be stationed at the main exit door (A) or as suggested above at (B).

c. During the hours that the Learning Center is not open but other or same areas in building are being used, or when the Learning Center staff is using the office space, no additional security would be necessary. Necessary security measures will be taken by owner.

7. Maintenance

a. Damage resulting from ordinary use of premises will be repaired by the owner.

b. Vandalism incurred as a result of inadequate supervision during the operation of the Learning Center will be the responsibility of the tenant.

c. Daily maintenance of offices and all areas used by the Learning Center will be the responsibility of the owner. This will include: sweeping and mopping floors, removal of trash, replacing light bulbs, cleaning washrooms and other chores pertinent to keeping all surfaces clean.

d. Moving of all equipment from areas to be used by organizations sponsored by the owner according to "share of premises" agreement and replacing of said equipment for the normal operation of the Learning Center will be the duty of the owner.

e. The tenant will agree not to mount any permanent signs or fixtures without the owner's permission. The tenant will not permit painting, marking or otherwise defacing of walls or any surface in any area inside or outside the premises designated for use of the Learning Center.

8. Furniture

The tenant will have the use of all tables and chairs now in use in the areas to be occupied by the Learning Center. In addition, six roll-away, six-foot tables with seating attached (for younger children) will be made available for tenant's use.

Tenant will be allowed to place a steel locker in each room to be used for storage. All other equipment used for Learning Center program in various rooms must be portable, or mounted on casters.

When rooms are used by an organization (under share of premises agreement) Learning Center equipment can easily be removed to storage area (Room F).

Tenant may install library book shelves in open area along specific walls and partitions (to be agreed upon at a later time). All other book stands, shelves and display racks must be moveable.

9. Rental

The rent will be fixed at $3.50 per square foot, totaling $2,709.50 per month.

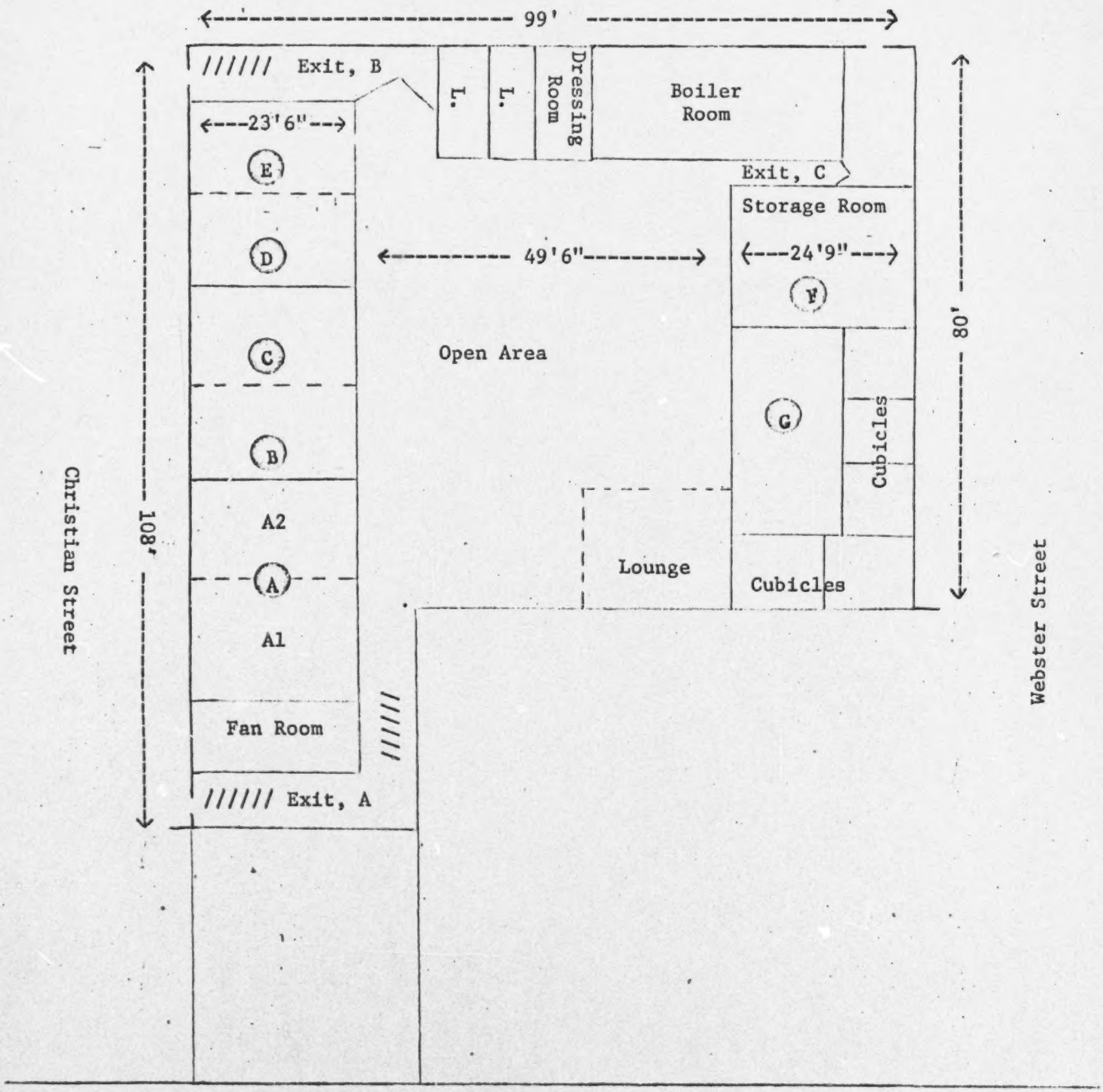
Through the courtesy of the tenant, the owner will have use of the space on the lower level on Saturdays and may use same whenever it is not in use by tenant.

Through the courtesy of the owner, space will be provided for the Learning Center programs on Saturdays in the lower level of the St. Charles Montessori School Building at 1941 Christian Street. This space is provided in three rooms (see sketch). Toilet facilities are available on this level. The owner will provide, free of charge, whenever possible, the use of a large auditorium with a seating capacity of 400.

Details of the location for the Learning Center programs during a four week period in the summer will be negotiated by the owner and tenant. The contract between the owner and the tenant will be for the duration of the current grant. Under a new grant, the contract will be renewed with the consent of both parties. The tenant will have the option to remove the Learning Center at any time, provided he give sixty days notice to the owner.

Lower level of St. Charles Borromeo Community Building,

20th and Christian Streets



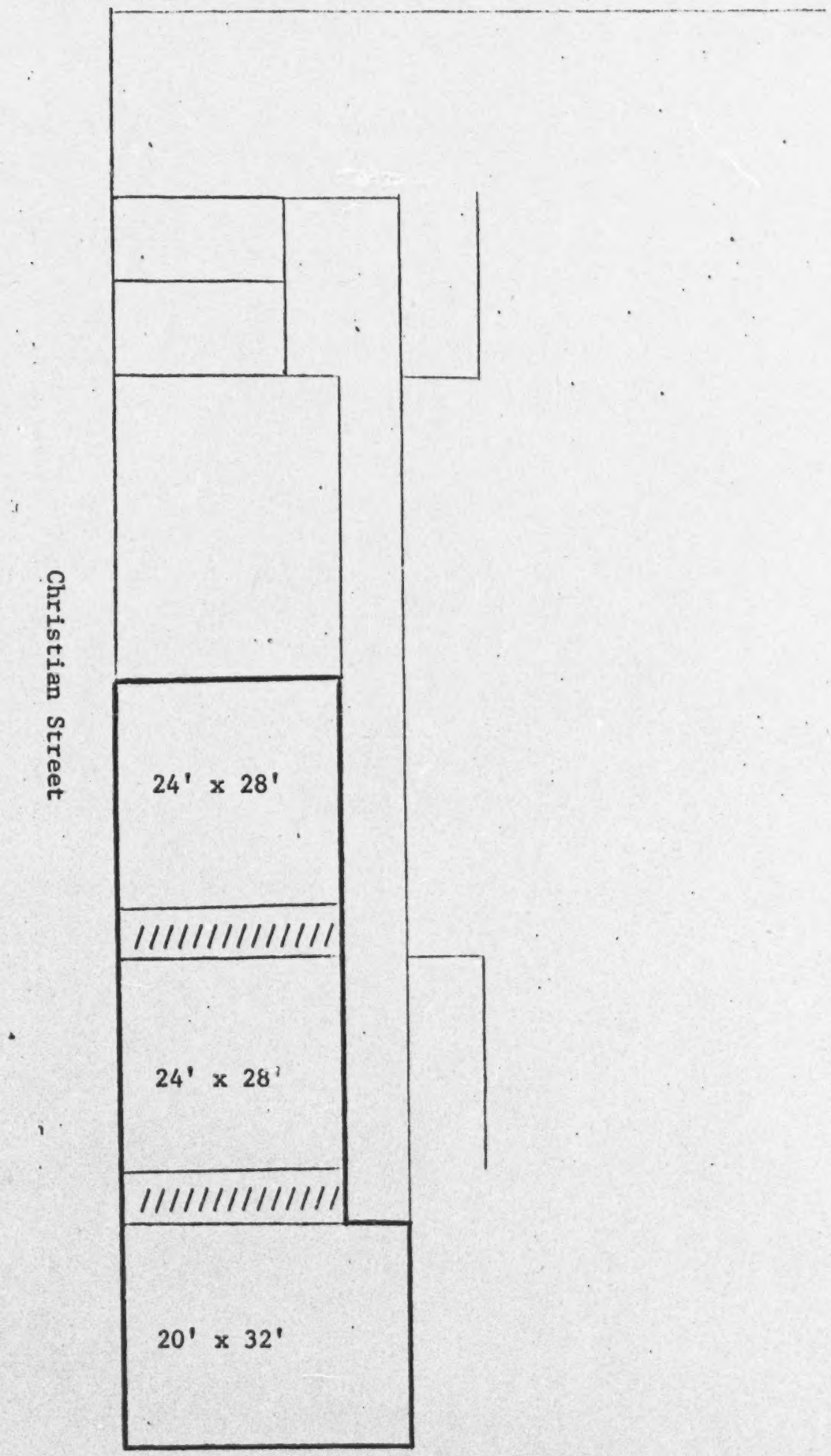
— — — Removable partitions

L. = Lavatory

Total floor area: Basement - Approximately 8,000 square feet
2nd floor, 2 rooms - Approx. 1,290 square feet (not shown)
9,290

Basement, St. Charles Montessori School Building, 1941 Christian Street

(Outlined Area Proposed for Learning Center Use)



170

Total space = 1,964 square feet

Telephone 448-3513, 6, 7 and 8

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
SCHOOL FACILITIES DIVISION

DEPARTMENT OF ARCHITECTURE, ENGINEERING
AND CONSTRUCTION SERVICES
21st AND RACE STREETS
PHILADELPHIA, PENNSYLVANIA 19103

MARK R. SHEDD
SUPERINTENDENT OF SCHOOLS

MICHAEL P. MARCASE
DEPUTY SUPERINTENDENT FOR PLANNING

GLEN I. EARTHMAN
EXECUTIVE DIRECTOR FOR SCHOOL FACILITIES

EDWARD W. DEISSLER
DIRECTOR

December 7, 1971

M E M O R A N D U M

TO: Jack Benford
Project Director- Research Center

FROM: William G. Krupinsky
Design Supervisor

RE: Examination of proposed new learning center sites

The following are my comments regarding the two sites we visited on Monday, December 6, 1971:

St. Charles Barromeo
Community Building

This building is approximately ten years old; of fireproof construction throughout. The lighting is at an acceptable level; the heating and ventilating systems are adequate. The space in question is air conditioned, but because of a condensation problem, the air conditioning equipment cannot be used without doing a great deal of work in creating a vapor barrier between the first floor and the basement ceiling. All mechanical and electrical systems are in good repair and are presently functioning. The space in question is also in excellent physical condition. Some freshening up of painted areas could be considered. The space appears to be adequate in geometry and area to suit the educational program planned. It is as safe as present day building technology can provide.

Y.W.C.A.
area of 16th & Bainbridge

This building is very old and in generally poor condition. The heating,lighting, fireescape and structural systems are very marginal. I do not consider it a suitable building for your purposes.

If I can be of further assistance to you in this evaluation, please call me at 448-3360.

WGK:er
cc: Mr. E. Schlachta

CITY OF PHILADELPHIA

THE FREE LIBRARY OF PHILADELPHIA
LOGAN SQUARE
PHILADELPHIA, PA. 19103

December 13, 1971

John Q. Benford, Director
Philadelphia Project Research Center
S-14 Park Towne Place
2200 Benjamin Franklin Parkway

Dear Mr. Benford: Re: Facility for the Student Learning Center

The following are my comments regarding the inspection of the two facilities made on Monday, December 6, 1971:

St. Charles Barromeo Community Building
According to the criteria for the selection of the Student Learning Center, this location meets all of them and definite consideration should be given to acquire this facility.

Y.W.C.A., 16th and Bainbridge Sts.
According to the criteria for the selection of the Student Learning Center, this location would not qualify and I would not recommend consideration of this facility.

If there is any additional information required, please feel free to call me.

Cordially yours,

Edward A. Schlachta

EDWARD A. SCHLACHTA
Building Maintenance Engineer

EAS:gh
cc: Mr. Doms
Mr. McConkey
Mr. Krupinski

CITY OF PHILADELPHIA

THE FREE LIBRARY OF PHILADELPHIA
LOGAN SQUARE
PHILADELPHIA, PA. 19103

December 13, 1971

Mr. John Q. Benford, Director
Philadelphia Student Library
Resource Requirements Project
Park Towne Place, Room S-14
2200 Benjamin Franklin Parkway
Philadelphia, Pennsylvania 19130

Dear Jack:

I have reviewed the list of criteria developed for site selection for the proposed Student Learning Center, the list of buildings that you have examined as possible sites, and the specifications on available space in St. Charles Borromeo Community Hall.

The reports from William Krupinsky, Design Supervisor for the School District of Philadelphia and from Edward Schlachta, Building Maintenance Engineer for The Free Library, certainly indicate to me that the St. Charles facility meets your criteria for the Learning Center.

I was pleased to read Lowell Martin's letter describing his reaction to the use of St. Charles for a Learning Center facility. There are a number of advantages in the use of that building which outweigh the disadvantage of sharing space. The recent article in the Sunday Bulletin (December 5, 1971) points out the fine image St. Charles has in the community. The unanimously favorable reaction by the Community Advisory Board at its meeting on December 9th substantiates these judgments regarding the proposed facility.

For my part, I am pleased to approve the use of L.S.C.A. funds for rental of the St. Charles Borromeo Community Hall, to be used to house the Learning Center.

Sincerely yours,

Keith Doms

Keith Doms
Director

enclosures

cc: David A. Horowitz
Deputy Superintendent for Instruction
School District of Philadelphia

continued on page 2

cc: The Rev. Paul F. Curran
Assistant Superintendent of Schools
Archdiocese of Philadelphia

Ernest Doerschuk
Librarian
Pennsylvania State Library

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
PARKWAY AT TWENTY FIRST STREET
PHILADELPHIA, PENNSYLVANIA 19103

MARK R. SHEDD
Superintendent of Schools

ROBERT L. POINDEXTER
Deputy Superintendent

PHILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

JOHN Q. BENFORD
Project Director

THOMAS E. ENTENMANN
Senior Research Associate

LOWELL A. MARTIN
Consultant

RESEARCH CENTER
Park Towne Place, Room S-14
2200 Benjamin Franklin Pkwy.
Philadelphia, Pa. 19130
Tel. (215) 563-7223

December 15, 1971

Mr. Paul C. Janaske, Chief
Research and Program Development Branch
Bureau of Libraries and Educational Technology
U.S. Office of Education
Regional Office Building; Room 5919
7th and "D" Streets, S.W.
Washington, D.C. 20202

Dear Paul:

I am submitting herewith documentation of our choice of the site for the Student Learning Center. Also enclosed are a copy of a letter from Keith Doms, Director of The Free Library of Philadelphia, and other supporting materials. Mr. Doms has indicated that his Chief of Administration will be preparing a rental agreement in the near future. We are of course delighted to have such an excellent facility.

Work on the Phase II Research Report is proceeding intensively. While all sections are in draft form, they require and are receiving rigorous editing.

Edmond Weiss, Senior Research Scientist at Government Studies and Systems has completed a draft of the evaluation design. It is now being read by several staff members, and will be revised to our satisfaction in the very near future.

I am also enclosing a list of equipment and materials for the handicapped, which we propose to purchase for the Learning Center.

Best wishes for pleasant holidays from all of us!

Cordially,

John Q. Benford
Project Director

JQB:mg
enclosures

cc: David A. Horowitz
Deputy Superintendent for Instruction
School District of Philadelphia

The Rev. Paul F. Curran
Assistant Superintendent of Schools
Archdiocese of Philadelphia

Keith Doms
Director
The Free Library of Philadelphia

Ernest Doerschuk
Librarian
Pennsylvania State Library

Thomas C. Rosica
Executive Director of Federal Programs
School District of Philadelphia

VIII. DISSEMINATION OF INFORMATION

September 10, 1971

Preliminary Plan for

Public Relations and Community Information

October 7	First meeting of full Council. Discuss and approve preliminary plan for public relations and community information. Approve news release on appointment of Council.
October - November	Research Center staff develop ideas for complete, coordinated package, to include: suggestions for interior design of the Demonstration Center, posters for use in the target community, fliers for the Center to be used as handouts, brochure with a more complete presentation on the Center. Present these to the Council at earliest opportunity. Community relations to continue by professional staff and members of the Council who wish to participate (speaking engagements, informal discussions, etc.).
December	Have fliers and brochures ready for distribution. Have stationery printed. Interior design plan finalized. Continue ongoing community relations.
January - February	Have posters ready for use in community. Complete work on interior design. Intensify community relations. Finalize plan for press releases on opening of Center.
March	Open Center. Send out detailed press release and pictures. Invite press to opening.

file

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
PARKWAY AT TWENTY FIRST STREET
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MARK R. SHEDD
Superintendent of Schools

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Deputy Superintendent

PHILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

JOHN Q. BENFORD
Project Director

THOMAS E. ENTENMANN
Senior Research Associate

LOWELL A. MARTIN
Consultant

RESEARCH CENTER
Park Towne Place, Room S-14
2200 Benjamin Franklin Pkwy.
Philadelphia, Pa. 19130
Tel. (215) 563-7223

September 10, 1971

Mr. Philip Million
Information Advisor
Office of Public Affairs
Bureau of Libraries and Educational Technology
Office of Education
Washington, D.C. 20202

Dear Mr. Million:

I appreciate very much your alerting us to the release of O.E.'s statement on our Project. It gave me an opportunity to contact the principal co-sponsoring organizations to discuss how we would handle inquiries from the press.

We have been checking carefully and thus far have found no mention in our local press. Perhaps we can exchange any news stories either of us comes across in the future.

Thanks again.

Sincerely,

Anne Hearn
Executive Assistant

cc: Kathleen Molz

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education
Washington, D.C. 20202

HEW NEWS

MILLION -- (WORK) 962-8038--AC-202
(HOME) 671-0020--AC-703
ZEKIEL -- (WORK) 962-6833--AC-202
(HOME) 435-8633--AC-301

FOR RELEASE IN A.M. PAPERS
Wednesday, September 8, 1971

A demonstration project funded by $700,000 from HEW's Office of Education is designed to stimulate use of public and school libraries.

Burton E. Lamkin, Associate Commissioner of the Bureau of Libraries and Educational Technology announced today that the project - an innovative library-learning center in South Philadelphia - will be launched early next year.

It will be administered by a joint planning board of community members, as well as representatives of the city's public and diocesan schools and the Free Library of Philadelphia.

"By employing a multi-media approach that has proven effective in encouraging educational progress among inner-city students," Lamkin said, "the learning center will attempt to increase the use of learning materials among students and their parents."

The demonstration center plans to emphasize educational games, drama and story-acting groups, hobby development movies, art classes, and speakers in its attempts to create an exciting learning environment.

Talking books, easy-entry ramps, guidance counselors, and easy to read reference materials will be included for the handicapped. Community participation will be encouraged by inviting parents, teenagers and local people to serve in professional and aide capacities.

The Philadelphia Student Library Research Center, which has conducted the nation's largest study of student library use, will work with the joint planning board and demonstration center staff in establishing the library-learning

-- M O R E --

center. The research agency will also be responsible for evaluating the project and documenting the results for use elsewhere.

Federal funds for the Philadelphia project are authorized under Title II-B of the Higher Education Act of 1965 and Title III of the Elementary and Seconadary Education Act of 1965. The project will be monitored by the Bureau of Libraries and Educational Technology.

# # #

THE SCHOOL DISTRICT OF PHILADELPHIA
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Philadelphia, Pa. 19130
Tel. (215) 563-7223

NEWS RELEASE

For Release: December 13, 1971

For further information: Anne Hearn, LO 3-7223

COMMUNITY ADVISORY BOARD FOR SOUTH PHILADELPHIA

LIBRARY PROJECT ELECTS CHAIRMAN

The Community Advisory Board of the Student Learning Center, scheduled to open in a South Philadelphia community in late spring to provide a multi-media approach to library resources, has elected Clifton Williams to serve as its chairman.

The Board, which consists of 21 members--representing parents, students, community organizations, business, civic, and religious leaders--will advise the staff of the Learning Center on all matters pertaining to its operation.

Mr. Williams represents parents in the area whose boundaries stretch from Broad Street to 24th Street and from Lombard Street to Washington Avenue.

(more)

Student Learning Center/Add One

"Many children, as they grow older, lose interest in learning--in classwork, in libraries and in books," the Chairman noted. "The Learning Center is an attempt to get students interested in learning, reading, and finding out where they can get the information they need."

In noting the difference between the Learning Center and many conventional libraries, Mr. Williams cited one of the major goals of the Center as the need to introduce an informal atmosphere and materials more relevant to inner city students' interests.

"It is the feeling of many students and parents that libraries are not meaningful to young people. At the Learning Center we hope to find a multitude of ways to draw them in with tapes, films, records, learning games, rap sessions, drama, guest speakers, as well as books. Much activity and few restrictions will be the rule."

The Learning Center is part of the Philadelphia Student Library Resource Requirements Project, funded by the U.S. Department of Health, Education and Welfare. The project is a joint venture of the Philadelphia School District, the Archdiocesan Schools, The Free Library, and the Independent Schools. The Project Director is John Q. Benford of Government Studies and Systems, Inc., a public policy research and planning firm.

The Administrator of the Center is Charles R. Peguese, who formerly served as Community Services Librarian at the Columbia Avenue Branch, head of the Lehigh Avenue Branch, Northeast Young Adult Specialist, all of The Free Library of Philadelphia, and, most recently, Coordinator of the Multi-Media Center for the Archdiocese of Philadelphia.

(more)

"I look forward to working very closely with Mr. Williams and his colleagues on the Community Advisory Board," Peguese noted. "It is their leadership which will help us all to make the Learning Center a truly community-based facility, which can trigger broad change in library services for students and adults."

In addition to Mr. Williams, other members of the Board are: Rita Alexander, Phyllis Bebee, Florence Dexter, George Dukes, Geraldine Ferree, Joel Fowler, Reverend Cecil Gallup, Reverend Laurence Henry, Lorraine Goldsborough, Isma Jackson, Robert Lewis, Rebecca Littlejohn, Robert Poindexter, George Scott, John Robbins, Mame Sims, Algie Streat, Reverend George Vermeiren, Erika Waechter, and Eddie Williams.

#

GSS-102

December 1, 1971

THE PHILADELPHIA PROJECT

The Student Learning Center,
Its Purpose and Program

by Lowell A. Martin, Consultant to the Project

The Philadelphia Student Learning Center has one central purpose: to develop ways within the inner city to bridge the gap between young people and learning resources. The new center will seek to accomplish this purpose through--

1) a community-based project, which is free of the traditional restrictions of established schools and libraries
2) a community-oriented program which involves students and other persons from the neighborhood in most aspects of its operation, including staffing
3) provision of multimedia resources selected to interest children and young people
4) a multistaff mix, including service teams of librarians, teachers, and other specialists
5) involvement of parents in the learning process, as well as children and young people
6) activities designed to attract and stimulate young people and to develop their interests (rather than simply to be available for those with the initiative to seek out the center)
7) interagency sponsorship by the school systems and the public library, with the overall goal of fostering change in these library systems.

Research Base

The center is an outgrowth of two years of research into student use of learning media. The Philadelphia Project's research staff studied this use by children and young people in the city's public, parochial and

independent schools, starting with the assignments made by teachers and including the print and audiovisual materials actually used by students, both for school purposes and because of personal interests. These extensive research studies included evaluations of the media which are available to students in both school and public libraries, in relation to student needs.

The results of this research show that while materials sometimes fall short of meeting student needs, the solution to the problem of how to increase student use is not to be found in library collections themselves. The considerable resources which are now available are not being used anywhere near their limit by many young people. Some elements in the educational process or in the experience of growing up increasingly turn a large percentage of students away from learning materials as these young people (particularly those in the inner city) advance in the formal educational program. Children for whom education has begun as an opening up of the world of recorded knowledge often grow into young people who actually reject the use of learning resources.

If the problem were solely that resources are lacking, the solution would be to build up libraries. The problem, however, is more complex and involves not just the size and level of collections, but also the environment in which they are presented, the motivation aroused for their use, the guidance given in the process, and the elimination of the frustration which the student encounters. The young person goes to the library hoping that the knowledge gathered there will lead him to greater understanding of a subject or perhaps to completion of an assignment. Too often a connection is not made, the gap between the student and the learning materials is not bridged, and the young person feels that somehow he has failed. After

several such attempts he decides that libraries, librarians, books and other media represent false hopes in the educational process.

The Philadelphia research reveals that these deficiencies are found particularly in the inner city, where bridging the gap between the student and learning materials is increasingly crucial. Opportunity to learn is closed, of course, to any young person who does not learn to read. But even for the many who do learn to read the benefits of access to the world of print and other communication forms are denied if they do not come to use learning materials.

Based on these research findings, the Interagency Committee which is sponsoring the Philadelphia Project decided that there is a need for an experimental demonstration in the form of a library - student learning center. After further study they agreed that the new center should be located in a low-income area in central Philadelphia,

Objectives

The primary goal of the Learning Center is to bridge the gap between young people and learning resources. This overall goal may be divided into three aims --

1) to expose children and young people to new stimuli related to their own identities and the prospects before them as individuals
2) to motivate them to learn more about these prospects, as a means of self-development
3) to guide the inner city student in the continued use of materials of learning so that this use becomes an integral part of his life style.

To meet these aims, the Center will endeavor to provide materials and information in all media which serve these purposes.

The Philadelphia Project staff has no illusions that their goals can be achieved for all young people, or that the full sequence (from

occasional response to habitual use) will be followed by all those who can be enticed to start. The new center, however, will provide an opportunity to try a fresh approach and then to measure the program using such criteria as the number of individuals reached, the range and level of response, the degree to which information is sought, the extent of the use of learning media, and the effect on the use of school and public libraries. Evaluation will be continuous and programs will be added, adjusted, replaced, and expanded as the Center's experience and data are measured and analyzed.

Program

The research data of the Philadelphia Project clearly reveal problems, but the data do not define solutions. At this point neither the project's Interagency Committee nor its staff knows definitively how to bring inner city students into meaningful relation with learning resources. In establishing the new center the Project will attempt to create a setting which will facilitate innovation and then to draw on its research findings as the staff explores ways to link young people to learning media.

The project's staff with consultants have formulated preliminary plans for the new center. The entire program will be one of exploration and flexibility, seeking ideas from professionals, parents, and young people themselves, and continuously evaluating results.

Present plans provide for a program which will serve a neighborhood rather than one developed for a large community base which often does not exist in the inner city. This program will be housed in a new setting in the neighborhood, not in an already existing school or library. The resources provided will not be primarily those needed to complete school assignments nor those needed for extensive research (the school and public libraries have resources for these purposes), but rather will be selected

to stimulate learning, to support the center's activities, to provide successful experiences in seeking information, and to relate to immediate interests growing out of personal concerns and neighborhood and family life.

In form, resources will probably include as much nonprint as print, and their use will often involve the handling and reaction of the young people. The program will focus on learning activities for which resources will be provided, rather than on collections of materials which might be available in another institution. Personalities, happenings, drama, art, crafts, manipulative displays, games, films, and various other means will be used to attract the disenchanted student and to introduce him to recorded knowledge. For example, rather than a Black heritage collection of materials, the center might offer a Black culture workshop. The whole approach will be to offer something sufficiently appealing to draw young people to the center simply to find out what is going on.

The center will offer activities to individuals working with or without guidance, and to small groups working with a specialist, such as a teacher, librarian, reading specialist, or crafts director. Assistance and training in locating information will be provided for persons who are motivated to search but who lack the skills to use the resources. In the case of young children, parents as well as youngsters will be involved in the learning process. The center staff will encompass a variety of professionals with whom the student has previously had contact, such as teachers, librarians, and community workers. At the center, however, these professionals will work complimentarily and informally with individuals and groups rather than in formal structured situations. Some of Philadelphia's most effective teachers, librarians, storytellers, and reading guidance experts, many on a part-time basis, will be involved in the center's programs, both in planning and in carrying out. The center will recruit local residents

to help in the Center as experienced professionals, consultants, and as staff -- and will train them as necessary. Older children will help those who are younger in the center's learning activities. A community worker will talk to neighborhood groups, visit homes, and maintain continuous contact between residents and the center.

Relation to Schools and Libraries

The key to understanding the goals of the new center is not to think first in organizational terms, such as whether the school library or the public library or some other agency should serve the young student. Philadelphia has such libraries and of relatively good quality, yet still in the inner city the gap exists between student and materials. Rather, the way to begin is to think first of children and young people estranged from the materials through which education occurs, and then of activities designed to establish or reestablish contact between the two. The emphasis of the Center's programming will not be on the traditional educational concept of instruction, nor on the traditional library concept of building a collection, but on learning activities and on resource media for those activities.

The approach through a neighborhood agency is consistent with other experimental educational programs. Philadelphia's Parkway Program uses the central institutions of the city as functional classrooms for secondary students. At the elementary level, the city's mini schools which are located away from regular school buildings seek freedom and motivation for younger children in their own neighborhoods. The common elements in such varying programs are: a fresh start in a noninstitutional setting; activities that facilitate individual development; and informal relationships between the student and a variety of instructional personnel.

Philadelphia residents do not look on these as counter schools. On the contrary, they are designed to provide learning experience that will help students get full benefit from established educational programs. Similarly, the Philadelphia Project's new Student Learning Center will not be a counter library but an attempt to develop library users in a part of the urban environment where there have been all too few of them.

Sponsoring Agencies

The Philadelphia Project's sponsoring institutions are the systems that have responsibility for education in Philadelphia's inner city: the public schools, the Archdiocesan schools, the private and independent schools, and The Free Library of Philadelphia. The Board of Education serves as the fiscal agent for the federal grants (Higher Education Act and Elementary and Secondary Education Act) that finance the project. The Free Library also administers a grant for the Learning Center. The Interagency Committee which has guided the project from the start and will continue to do so includes representatives of Philadelphia's two major school systems, and of the Free Library, independent schools, and colleges.

During the initial research and planning phases of the program, the project has operated the Philadelphia Student Library Research Center. This research center will continue to play an essential role in the evaluation of the program of the new Student Learning Center. The project's staff will share information about the center's activities and results with Philadelphia educators and librarians and also will report nationally through the educational and library press.

Current Status

By early 1971 the two-year investigation of student use of learning resources had been completed and a limited study of parents' attitudes in relation to student use had been made. An experienced community worker

and long-time resident of the area chosen for the new center was then added to the staff to increase local involvement in planning.

In November 1971 the new Community Advisory Board was appointed. It is composed of students, parents, organizations, churches, businesses, and handicapped from the community. It will serve as a vehicle for the expression and discussion of community aspirations and needs with respect to the Learning Center, and it will provide liaison between the Center and the community for the duration of the project. The Board will participate in all aspects of the Center's operation. A survey has been conducted among families in the community; the results of that survey will be used to help determine community preferences in various aspects of the Center's operation.

The project staff is engaged in securing a facility for the Center at this time. When arrangements and terms are finalized, it will be possible to set a firm date for the opening of the Center (early 1972) and to determine when the Student Learning Center will be available to students, parents, and other members of the community.

# # # #

Additional information about the project is given in "The Philadelphia Project" by John Q. Benford, Library Journal, June 15, 1971, pp. 2041-2047. For a free copy of the article, write The Philadelphia Student Library Project, Park Towne Place, Room S-14, 2200 Benjamin Franklin Parkway, Philadelphia, Penna. 19130. Requests for additional information are also welcome by mail or telephone.